



ANNUAL REPORT

CARNEGIE
CORPORATION
OF NEW YORK

1963



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The Corporation is primarily interested in education and in certain aspects of public and international affairs. Grants are made to colleges and universities, professional associations, and other educational organizations for specific programs. In education, these include basic research, studies of educational developments, training opportunities for teachers and administrators, and other educational projects of an experimental nature. In public and international affairs, the Corporation is concerned primarily with programs that promise increased understanding of the problems the nation faces and that provide better selection and training of young men and women who must deal with these problems.

ANNUAL REPORT

FOR THE FISCAL YEAR ENDED

SEPTEMBER 30

1963

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OF NEW YORK

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THE YEAR IN REVIEW

“The Year in Review” has been expanded in this report to discuss the year’s grants in greater detail than in previous years and to relate them to the Corporation’s longer-range program. An essay by the president, which usually begins the *Annual Report*, is omitted this year.

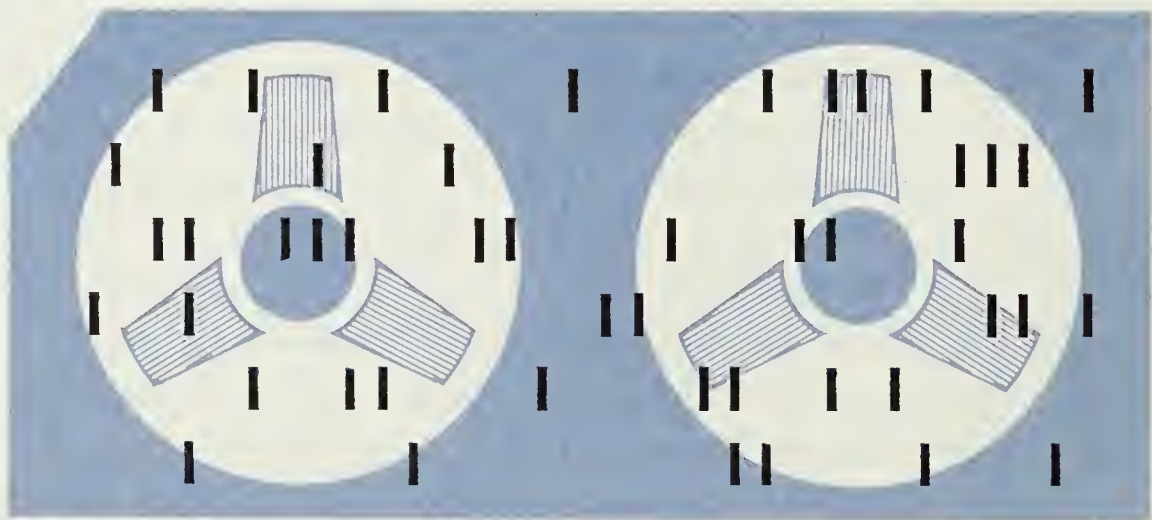
Research on Learning and Thought Processes

Most education is based on certain ideas about the way people learn; but neither psychologists, physiologists, nor educators *know* how a person’s mind works. When a first grader begins to learn to read, he learns to recognize the appearance of letters and words and the relation between their appearance and their sounds when spoken. But no one can describe what happens in his mind when he is presented with a new word, how he files away for future use the appearance, pronunciation, use, and meaning of the word, nor how he later recalls the word and relates it to other information that his mind has stored.

Until recently most psychologists, who might be expected to carry out research on human learning and thought processes and formulate the basic theories, have been absorbed by other problems. Now many of them, as well as other scientists, are taking an increased interest in studying how the mind functions. At more than a dozen institutions in the United States, psychologists, educators, and other researchers are delving into the question. The Corporation has in previous years contributed funds to a number of these efforts: Harvard University’s Center for Cognitive Studies, under the direction of Jerome Bruner; the work at Carnegie Institute of Technology led by Herbert Simon; and other projects at the University of Texas, the University of California, Wayne State University, and the Social Science Research Council.

In 1963 Stanford University received a substantial grant for the creation of an automated laboratory, the first of its kind to be set up anywhere for research on learning and teaching. The research program directors—Patrick Suppes, head of Stanford's Institute for Mathematical Studies in the Social Sciences and professor of philosophy and statistics; William K. Estes, professor of psychology; and Richard C. Atkinson, associate professor of psychology and education—plan to use the laboratory for three major kinds of research: the investigation of fundamental processes in human learning; the development of a theory of the learning process and its application to the material to be learned; and the detailed study and analysis of instructional materials. They will experiment first with elementary mathematics and foreign languages.

There are no other known facilities for the simultaneous study of several "students," each learning a relatively large quantity of new material at a pace and in a sequence of steps determined by his own ability, as reflected in his responses to questions about the material he is studying. The volume of paper work in recording and analyzing each student's responses makes it difficult for a teacher or researcher to do this kind of research even with one student without automation. Stanford's automated laboratory, when completed, will enable researchers to work with up to six school-aged children or young adults at a time and will provide more flexibility in programing experiments



than has been feasible with existing facilities. The laboratory will be equipped with a small electronic computer, earphones, electric typewriters, and other devices for the visual and auditory presentation of information to the students and for their use in answering questions. The computer, plus a larger one in the Computation Center at Stanford, will record and rapidly analyze each student's responses and response times and automatically select the next material to be offered to him on the basis of his progress.

Some rapid advances are now being made in the interpretation of laboratory learning of small amounts of material, but whether laboratory-based theories will hold up when extended to the learning of much larger volumes of information has not been tested. The computer-based laboratory will, the men at Stanford believe, make important contributions to the extension of laboratory theories to practical educational problems.

Studies of Thought Processes

At the University of California, Los Angeles, Irving Maltzman, professor of psychology, is concentrating on human thought processes with the aid of a Carnegie grant. His aim is to determine the relation between a person's "orienting reaction" to a piece of information and his thought processes. (The person's orienting reaction may be gauged by measuring his autonomic physiological responses, such as the constriction of blood vessels in his finger.) When he has learned a new idea, for example, does he respond to a related idea, indicating that he has developed a train of thought from the first to the second idea? Mr. Maltzman's second area of concern is attention: the conditions that induce attention and the relation between it and other higher mental processes. If possible he wants to find out, among other things, the effects of a person's attention on his ability to think abstractly and the extent to which individual differences in attention relate to such characteristics as intelligence, motivation, and personality. He hopes to derive principles that will serve as the basis for further experimentation on how to increase one's alertness to clues in learning and problem-solving.

Under a Carnegie grant to System Development Corporation,

Frank N. Marzocco, head of the Artificial Intelligence Staff, is tackling the study of thought processes from another angle. He is trying to use a computer to simulate, first, the basic learning mechanism—that is, response to a stimulus—and then more complex learning performance. Whereas most efforts to simulate cognitive processes in a computer have been at the information-processing—*i.e.*, storing and retrieving—level, which assume that the earlier, and fundamental, operation of acquiring information has been accomplished, Mr. Marzocco wants to find out how the mind acquires information presented to it.

To increase the number of persons trained to use computers to simulate human thought processes, Carnegie has for the past two years made grants to RAND Corporation for a summer training program. There psychologists and other social scientists learned how to use computers in their own work.

One of the most publicized Corporation-supported projects has been Omar K. Moore's experiment in teaching more than 100 children between two and five years of age, mostly of average intelligence, to read, write, typewrite, and take dictation. Mr. Moore believes, with a number of other psychologists, that very young children have far more intellectual ability and interest than educators give them credit for. By age two, for example, they usually begin to learn their first language and the skill of speaking. Mr. Moore's goal is to design learning environments that will be as conducive to the acquisition of other complex skills, such as the three R's, as the child's environment is to his learning to speak. An associate professor of sociology at Yale University when the Corporation made its first grant for his research in 1960, Mr. Moore this past year accepted a professorship in psychology at Rutgers—The State University of New Jersey, where he will continue his experiments. A supplementary grant was made in 1963 to enable him to conclude his work in New Haven during 1963–64 and transfer it to Rutgers.

How many different aspects of learning and thought processes will have to be studied, how many different approaches will have to be tried before any breakthrough at all may be made in understanding the functioning of the mind cannot be foretold. For a foundation

dedicated to the advancement and diffusion of knowledge and understanding, however, contributing to the search for such fundamental information is basic to its interests. It is also an exciting area in which to participate.

Primary and Secondary Education: Studies and Innovations

In all primary and secondary education the most important area of learning, and the most controversial, is reading. In recent years Carnegie Corporation has supported research, conferences, and training programs to bring new light and fresh approaches to the subject. Grants have been made for studies of the education of teachers of reading, the administration of school reading programs, the methods of teaching beginning reading, the conduct of reading research, and reading tests.

Reading Consultants

Mary C. Austin, a nationally known reading expert, has pointed out that teachers receive only a minimum amount of training in the teaching of reading, and most of that training is in teaching beginners rather than students at all levels. Because there is a high rate of turnover among teachers, they usually have a minimum of experience in classroom teaching and in recognizing reading problems. They also lack experience and skill in applying measures to prevent or remedy reading problems. Most schools, Mrs. Austin has noted, do not provide supervisory leadership of reading programs.

During the year under review the Corporation gave funds to the University of Chicago for a new, but already tested, approach to retarded readers: the training of reading consultants, whose job is, first, to prevent reading problems from occurring and, second, to help correct reading difficulties.

Reading consultants arrange in-service training programs for teachers, including especially the many new teachers who come into the school system each year, and try new reading methods. They help

teachers identify students who are having reading problems, diagnose their difficulties, and recommend and help put into practice remedial reading measures for individual students and groups. Consultants can assist teachers at all levels in both the development of new reading programs and the improvement of existing ones. The programs may focus on the improvement of able learners' reading skills to make them even better readers as well as on the special needs of slow learners and retarded readers.

School administrators have found that the proportion of students who have reading difficulties drops markedly in the schools that employ a reading consultant, according to Mrs. Helen M. Robinson,

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professor of reading at the University of Chicago and director of the training program. In some schools the percentage of students who are classified as retarded readers has been reduced from 20 to 5 per cent.

Chicago's two-year graduate program comprises training in methods and materials for teaching retarded, average, and superior readers; internships in both an elementary and a secondary school; and work at the University's Reading Clinic. The Carnegie grant will be used mainly for fellowships.

In 1963 Mrs. Austin completed the second of two Carnegie-supported studies at the Harvard University Graduate School of Education on the training of teachers of reading and the administra-

tion of school reading programs. The report, *The First R: The Harvard Report on Reading in Elementary Schools*, by Mrs. Austin and Coleman Morrison, was published by The Macmillan Company.

Other Reading Programs

In 1961 Carnegie made a grant to The City College, New York, for a study of the methods of teaching beginning reading to be conducted by Jeanne Chall. Mrs. Chall has been analyzing the literature on the teaching of reading and the methods and systems of classroom teaching. She has interviewed the leading proponents of the various methods in the United States and Great Britain, observed their use in classrooms, and discussed them with teachers and school administrators. To enable her to complete her research, consultations, and analyses of achievement test records, the trustees authorized a second grant during the past year.

Some of the newer approaches to the teaching of reading involve new and modified orthographic systems, such as the augmented Roman alphabet (recently renamed the initial teaching alphabet) and simplified spelling. At the request of the Social Science Research Council, the Corporation supported a small conference of psychologists, linguists, and reading researchers to review the state of research in orthography and define important areas for further study.

The Governor's School

Neither summer schools nor special programs for gifted students are new. But a summer school for the gifted that is created and operated by a state *is* new. Early in 1963 John Ehle, assistant to Terry Sanford, the education-minded Governor of North Carolina, conceived the idea of the school. With the aid of the Governor's staff, the State Board of Education, a Carnegie grant, and local support, he speedily organized what has come to be called The Governor's School on the campus of Salem College in Winston-Salem. Approximately 400 boys and girls, white and Negro, highly talented in academic subjects or in music, dance, or drama, were selected as students. In June they traveled from high schools across the state to the campus to devote their days, and their evenings too, to classes, much reading and discussion, rehearsals,

and performances. At the end of the eight-week session, the students spoke and wrote enthusiastically about their experiences. None suggested that future sessions be shorter, and some even suggested that they be extended to ten weeks. The School's directors felt that the opportunity offered talented youths from urban and rural schools to spend their summer on a college campus with library facilities and stimulating teachers not only provided excellent training but spurred the students' desire to continue their learning beyond high school.

Three years ago Lawrence Senesh, professor of economic education at Purdue University, began introducing basic economic ideas to first-grade students in Elkhart, Indiana. As the result of the interest that the program aroused among the teachers and students, the subject was added to the second and then the third grade in the next two years. Now Mr. Senesh is broadening his course to include elements of government and sociology. During the past year the Corporation made funds available to Purdue to contribute toward the cost of preparation of fourth-, fifth-, and sixth-grade programs, including teaching and teacher-training materials.

Appraising Innovations

The movement to develop new ways to teach mathematics, which Carnegie helped start eight years ago, has produced a number of new mathematics programs for elementary and secondary schools. This past year the Corporation decided that the time had come to appraise the quality and impact of these programs. Marshall Stone, professor of mathematics at the University of Chicago, agreed to do the appraisal and to suggest further steps that might be taken to improve teaching in the field.

Programed instruction, a field to which the Corporation has also made contributions in previous years, has mushroomed into a major academic and commercial activity before its potentialities and its dangers and limitations have been fully investigated. For this reason the Corporation's recent grants in this area support further research and development and the dissemination of information about programed instruction. This past year the National Education Association, with Corporation support, held two symposia on research. At

the first one, participants evaluated current research, pointing out the gaps and the areas in which knowledge is poor or incomplete. At the second, they focused on the implications of the research for the schools. These conferences, together with the publications about their results, will help keep teachers abreast of the latest advances in programmed instruction and will help them make choices about its use in the classroom.

Parochial and Public Schools

Today approximately one-eighth of the nation's school-aged children are enrolled in Roman Catholic parochial schools. And as artificial barriers to advancement, including those of religion, begin to fall, graduates of the parochial school system are more and more frequently rising to key roles in the economic and political life of the United States. These facts illustrate the importance of the quality of all elementary and secondary education—public, private, and parochial—to the political, economic, and social welfare of the United States.

Much of the current debate about Catholic education in the public forum and among Catholic educators rests upon certain assumptions

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about the effects of parochial education. Yet there is little factual knowledge upon which to base the arguments on either side. Now the National Opinion Research Center has undertaken, with Corporation assistance, to compare Catholics who have attended public schools with those who have gone to parochial schools. It will question them to find out what differences exist in their religious practices, occupational achievement, attitudes toward work and education, attitudes and opinions on representative public issues, and degree of integration into the larger community. The Catholic samples will be compared with a sample of non-Catholics.

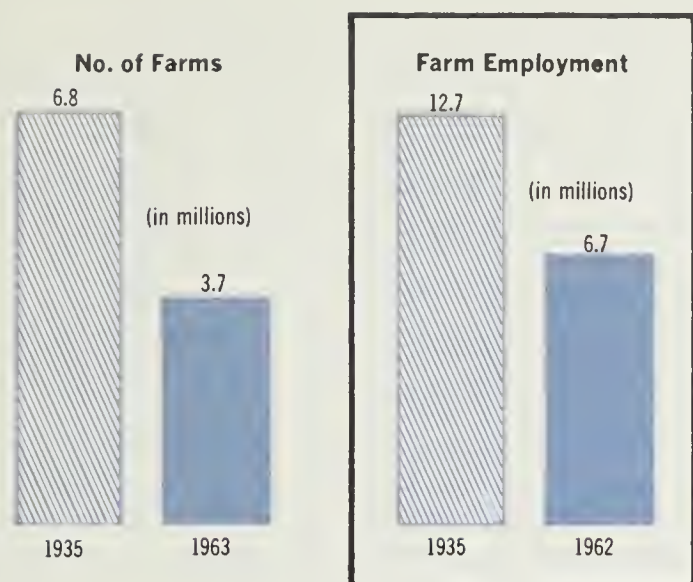
Seeking continuous improvement in the quality of the schools, the Corporation has also recently contributed to other surveys of public and Catholic schooling. Over the past six years it has supported the studies of American public education by James B. Conant, whose latest report, *The Education of American Teachers*, was published by the McGraw-Hill Book Company in September, 1963. In late 1962 and early 1963 Syracuse University Press published 12 monographs reporting on the University's Carnegie-aided studies of that omnipresent problem, the financing of public education. For a fact-finding study of Catholic elementary and secondary education, the University of Notre Dame received a grant in 1961. The University expects that this study will be completed in late 1964.

For the Improvement of Higher Education

Higher education has to move fast today to keep up with the rapid changes in American society, technology, and young people's interests and the external demands made upon colleges and universities. In an effort to provide students the best possible education, academic institutions, educational organizations, and professional associations are re-examining their programs and professional training requirements and experimenting with new ideas.

Educational Inquiries

Over the years the Corporation has underwritten appraisals of the educational requirements of a large number of professional fields. This past year it launched an appraisal of agricultural education, which

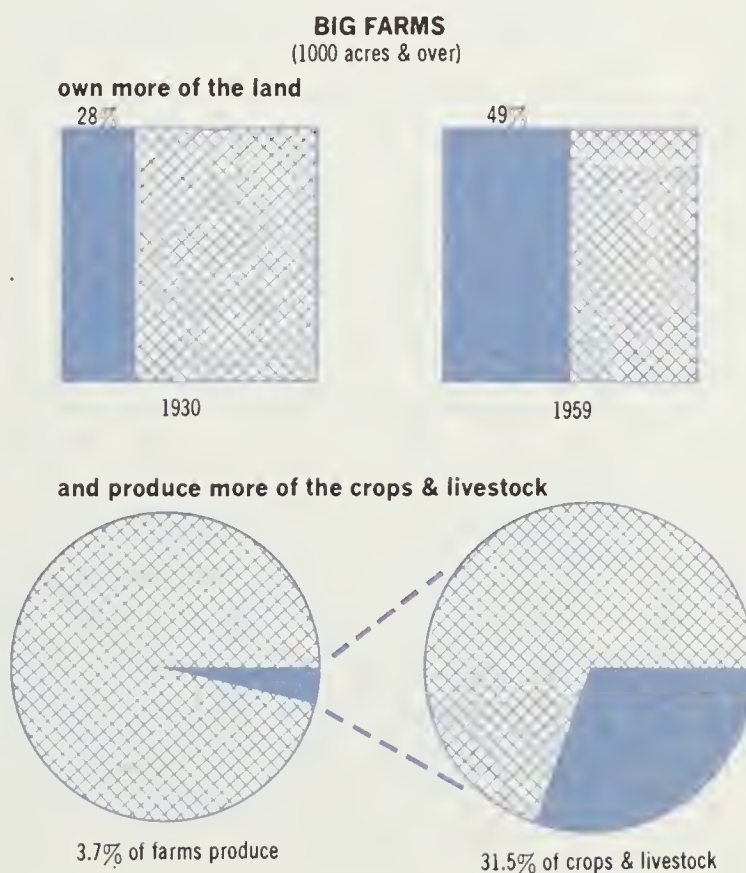


faces questions as serious perhaps as those in any other area of higher education today. The number of farm families has dropped sharply and will decline still further. Farm labor is being replaced to a large extent by city labor in the manufacture of chemicals, machines, fuel, and power for the farm and in transport, packaging, and marketing. What does this mean for agricultural education? Charles E.

Kellogg, deputy administrator for soil survey of the Soil Conservation Service, United States Department of Agriculture, is exploring the question with the assistance of a small staff. The University of Maryland is providing headquarters and is acting as fiscal agent for the study.

This past year the American Institute of Certified Public Accountants determined that the time had come for it to examine not only the education needed by a CPA today but also the probable direction of the profession and the appropriate educational objectives for the years ahead. The automation of accounting procedures and the emergence of radically new computer-based information processing systems is placing novel requirements on the CPA. The Institute's study, assisted by the Corporation, will be relevant to the training of accountants for government and industry as well as to the training of CPA's.

Most college undergraduates, regardless of the subject in which they intend to specialize, are required to take certain general education courses that will acquaint them with the history, nature, and



traditions of Western culture and the problems confronting it and the basic principles of several disciplines. As high schools offer their students of superior ability more college-level work and as professional training in many fields demands more specialized studies, general education courses are suffering a pincer attack. This problem is especially acute when the college is part of a large university where the general education program competes for the attention of faculty and students not only with specialized departments but also with graduate and professional schools. Under a Corporation grant to Columbia University, Daniel Bell, professor of sociology, is examining the general education program of Columbia College and other colleges within large universities.

Junior colleges, the fastest growing segment of American higher education, now enroll 25 per cent of all college freshmen. Because junior colleges offer higher education to students who have the ability to go on to a four-year college as well as to those who do not (some of whom in each group do not realize the extent or limitations of their capacities), the junior college functions as an important "switching point" in higher education. It can only do this well, however, if it provides effective student counseling. This past year the American Association of Junior Colleges, with Carnegie help, began an evaluation of guidance and counseling in junior colleges. From the study it hopes to derive criteria for better services.

Two institutions received grants during the year under review for long-range planning: Simmons College and the University of Connecticut. Simmons, which was founded to train women for specific vocations, is re-evaluating its goals and curricula. Connecticut, which has greatly expanded its enrollment and curricula in recent years, is drawing up plans for the future of the University under its new president, Homer D. Babbidge, Jr.

Educational Experiments

One of the advantages of a foundation is its ability to provide risk capital for experimentation and ventures of uncertain profitability. This past year the Corporation provided risk capital for another organization, the Committee on Institutional Cooperation (CIC),

THE YEAR IN REVIEW

whose members are the Council of Ten (those midwestern universities familiarly called the "Big Ten") and the University of Chicago. From its inception in 1958 the Committee has encouraged the faculties of its member universities to explore those areas of collaboration that interest them the most. In some cases it provides small sums for further exploration or development of cooperative projects. One of the best known of these is the CIC Traveling Scholar Program, under which a graduate student from one of the member universities who wants to take a course, use a laboratory, read in a library, or work with a professor at one of the other member universities may do so for a semester, without paying special fees or meeting residence requirements, for credit at his home institution. The Corporation's grant to the Committee will enable it to continue helping such cooperative endeavors.

In Cleveland, Case Institute of Technology and Western Reserve University are developing a joint program of philosophical studies under a Corporation grant made this past year. The program of research and graduate study draws on the philosophy departments of both institutions. Students and faculty explore the relevance of philosophy to science, art, law, politics, and other fields, using it to restore the intellectual links between the area of science and technology on the one hand and the social sciences and humanities on the other.

Grinnell College is experimenting with various new approaches to the undergraduate curriculum with help from a Carnegie grant. The University of North Carolina is trying "incentive fellowships," also with Corporation aid, to encourage graduate students to complete the academic requirements for a Ph.D. degree within a specified period of time rather than dragging on for seven or eight years or more. A portion of each year's fellowship stipend is conditional upon the fulfillment of certain steps, such as course and foreign language requirements, by a given date.

Twice during the past year the Corporation made grants for the continuation of experiments in higher education that it had initially supported. Wesleyan University received further support for two of its experimental colleges, the College of Letters and the College of

Social Studies, marked innovations in American undergraduate education. The colleges were conceived as alternatives to regular undergraduate study for those students who prefer a flexible program that eliminates departmental boundaries, integrates related areas of knowledge, and requires independent study.

Harvard University is carrying on its fellowships to give college teachers in the social sciences and humanities a year at Harvard Law School, taking basic law courses and seminars with regular law students. Despite the role of the law in the structure and functioning of society, teachers in other academic fields have too often been ignorant of it. Upon returning to their own schools, fellows in the program have found that they make wide use of their legal studies in their teaching.

New Aid for Higher Education

Johns Hopkins University proposed during the year under review that it undertake a study of the management of institutions of higher education, looking toward recommendations for its improvement. Francis E. Rourke, professor of political science at Johns Hopkins, and Glenn E. Brooks, assistant professor of political science at Colorado College, will try to determine the extent to which scientific management techniques, including the use of automatic data processing, have permeated the administration of public higher education. Their second goal is to find out what effects these managerial changes may have had on the educational process and what might be the consequences, good or bad, of their further utilization.

In support of the important role that the Lincoln Center for the Performing Arts can play in the United States's national cultural life, the Corporation this past year made a second special grant to it for a capital fund for the Juilliard School of Music. The fund will be used to provide scholarships and other assistance to young artists in launching their professional careers.

Continuing Education

The English language, as rich and full as it is, has yet to yield a phrase that conveys the intellectual excitement of discovering new ideas and mastering new skills. And as far as adults go, "night school," "adult education," and even "continuing education" hardly sound seductive enough to lure anyone back to classroom and homework. The drive to learn, however, keeps pushing man toward new knowledge. From inexpensive paperback books and educational television to the variety of courses offered by community institutions, public schools, and universities, the myriad ways that now beckon Americans to expand their horizons attract adult learners by the tens of thousands every year. No one, in fact, actually knows how many persons are taking advantage of these opportunities. To find out, the Corporation in 1961 made a grant to the National Opinion Research Center in Chicago for a survey of the situation. But even before it has been completed, many new programs will have started in which more men and women will have enrolled.

The Education of Women

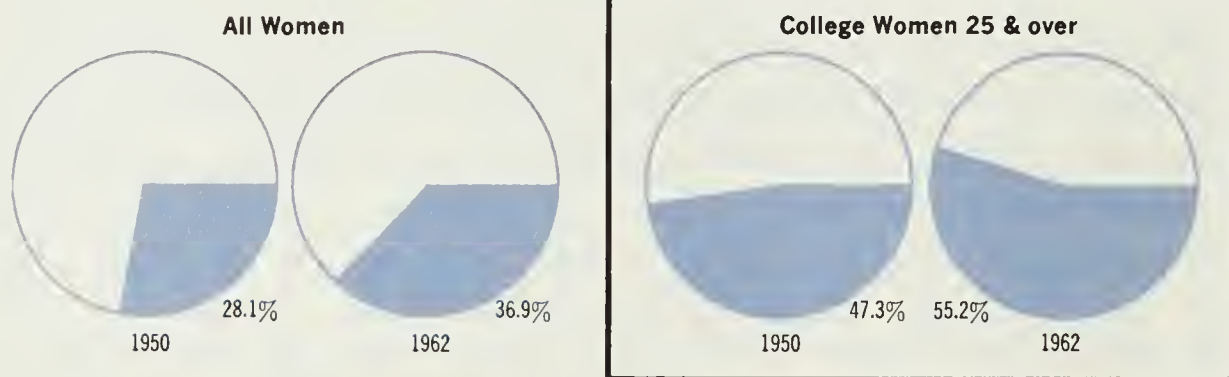
Among the new programs, none may increase the nation's supply of trained personnel in vital professions as much as the programs in higher education for women. Much of the drive for continuing education today comes from women who want to use their talents in some professional or subprofessional capacity. They seek training and employment and advice on how to go about obtaining both. Those who have interrupted their studies to marry and bear children want to earn a college or graduate degree. Those who have given up careers for marriage want to renew their skills and their professional self-confidence and catch up with the latest developments in their fields. Sometimes maturity has brought with it a change in career interests, and they want to prepare for a different kind of work.

The investment in women is not wasted. In 1962, according to the United States Department of Labor, among women in the United States 25 years of age and over who had completed four or more years of higher education, 55.2 per cent were working outside the home.

There should be a wide variety of employment opportunities open to them since, despite the number who do work, some of the greatest shortages in trained manpower still exist in the fields in which women tend to be interested—teaching, social work, nursing, and librarianship, for example. And almost every serious discussion of the shortage of professionals refers, sooner or later, to the possibility that more women might be drawn into these fields.

But many women cannot study (or work) full time. Nor do young families, as a rule, have enough money to allow the mother of several children to undertake serious study, research, or writing without financial assistance to pay tuition and the additional household and

WOMEN IN THE WORK FORCE



baby-sitting help required. Undergraduate and graduate and professional schools have not for the most part been willing to provide courses for adult and part-time students on schedules suitable for mothers. Even when they do, they usually do not offer scholarships, fellowships, or loans to students who do not carry a full academic program.

There are a few imaginative approaches to continuing higher education, especially for women. The University of Minnesota, one of the first colleges or universities to recognize and look for an answer to the problems, began its experimental project in 1960. With Carnegie assistance it reached out to women in the state who wanted to nurture their curiosities, earn degrees, or qualify for jobs commensurate with their intelligence and capabilities. By June, 1963, more than 1,300 adult women and 170 coeds had enrolled in the Minnesota Women's

Continuing Education Program. The women sought, more than anything else, individual counseling on educational opportunities available, the kinds of paid and volunteer jobs open to them, and the qualifications that these required. Approximately one-fourth of the 1,300 women have enrolled in regular university classes or correspondence or television courses for credit. Others take special non-credit seminars that meet on campus or in their neighborhoods. To help support the program for two more years, until the University can absorb the full cost within its own budget, Carnegie this past year provided additional funds.

The University of Wisconsin, which is developing a program for women similar to that at the University of Minnesota, decided that a special effort was needed at the graduate level. Over a three-year period, beginning in 1963, Wisconsin is offering fellowships to enable 50 to 75 women whose studies have been interrupted to work for the doctorate, most of them as part-time students. The University will study the reasons for the women's success or failure so that it can develop a constructive policy for the future selection and support of promising women graduate students. A Corporation grant is supporting the experiment.

Two other institutions, Syracuse University and the University of Pennsylvania, have begun continuing education programs for women with Carnegie assistance. Syracuse opened a Center for Continuing Education of Women in the fall of 1963. Its staff counsels both student and adult women and works with the University faculty to plan experimental graduate curricula in the schools of education, library science, nursing, social work, and home economics. The new courses, when added to advanced-standing credit which the University may give for the knowledge and skills that a woman already possesses, will lead to professional certification and licensing in a shorter-than-usual time period.

The University of Pennsylvania, concentrating on women who want to resume their formal education part time, works with each woman to choose among its regular courses those that suit her educational background, career or other interests, and family responsibilities. Most of the University's graduate schools, in addition to its College

of Liberal Arts for Women, have cooperated in accepting mature part-time students.

In 1962 a small group of educators and others who met to discuss the continuing education of women pointed to the need for more analytical research related to women's education. Most of the studies done so far have been largely descriptive; and more information is needed on which to build college curricula, professional training, and adult education for women. For this reason the American Association of University Women in 1963 invited several psychologists and sociologists who have done research in this and related fields to a conference to outline a research program on problems affecting the education of women. Both conferences were supported by the Corporation.

When women who have been out of college for some years consider entering or returning to the working world, they feel a need for information and guidance on vocational opportunities and the training required for specific jobs. The Seven College Vocational Workshops, which offer information and help to women college graduates in the New York area (who may hold degrees from any college, not just the sponsoring institutions), had to turn away large numbers of women whom they could not accommodate in their two 1962-63 sessions. Barnard College received a renewal of its Corporation grant this past year to continue the Workshops and increase the number offered from two to three a year.

One of the factors that women with children at home have to consider in returning to the labor force is employers' unwillingness to hire part-time employees. This remains true even though a large number of the unfilled jobs, many of which require technically trained persons, could be filled by part-time employees and are the kinds of jobs that women would like. During the past year the Alumnae Advisory Center, with the aid of a Corporation grant, has been surveying the part-time jobs open to women college graduates in the New York area. It has also been examining employers' problems in hiring part-time workers, the possibilities of designing part-time out of full-time jobs, ways in which the Center might cooperate with employers in effecting such changes, and the kinds of skills and training that

women need to fill the jobs. The Center's report* has been distributed to a number of educational institutions, employment agencies, employers, welfare agencies, and other organizations.

For Men and Women

During the year under review Syracuse University, in addition to receiving a grant for its women's program, was given funds to develop a degree program especially adapted to adults' interests and experience, an idea with which few colleges and universities have experimented. The University, which already offers an associate degree program for the equivalent of two years of full-time study, expects to offer a bachelor's degree for a combination of independent study, tutorials, and intensive residence courses during the summer.

Not all continuing education programs exist within the formal education system. To provide more competent science writers for newspapers and popular magazines, the Council for the Advancement of Science Writing received a grant during the past year to offer to general assignment reporters on-the-job training in the important and difficult task of explaining advancements in science to the public. Another grant was given to the American Library Association to extend its series of reading guides, "Reading for an Age of Change,"† from five to ten booklets. Each booklet contains an essay introducing a subject and a short, annotated list of books that will acquaint the layman with the field, for, despite all the ingenious modern approaches to adult learning, books remain probably the most effective and certainly the most available means to that end.

Foreign Languages and Foreign Studies

"How can you understand a man if you speak not his tongue?" If a savant of old first put this question, Bartlett has not recorded it. Wise men of today, however, ask it frequently when recording their

* *Part-Time Employment: Employer Attitudes on Opportunities for the College-Trained Woman*, Report of a Pilot Project, by Jane Schwartz (New York: Alumnae Advisory Center, Inc., 541 Madison Avenue; 1964. 62 pp.).

† Distributed by the Public Affairs Committee, 22 East 38th Street, New York, New York 10016.

dismay over Americans' failure to learn any languages other than their own.

The Chinese language, for example, is spoken by more than twice as many persons in the world as English, the second most widely spoken language, but few Americans other than those who have lived in China can speak, read, or write Chinese. Six years ago only about five secondary schools in the continental United States taught Chinese, and even fewer offered Japanese. Now more than 75 secondary schools teach Chinese and about 10 are teaching Japanese. Similar strides were made in Russian a few years earlier, and at least two high schools now offer Arabic.

The Corporation has, over the past two years, assisted a number of budding Chinese and Japanese programs in high schools throughout the country. This past year the University of Southern California began training and assisting teachers of Chinese and Japanese from several high schools in the Los Angeles area. In addition, it is planning the classroom teaching materials. The University chooses the schools to participate in the project on the basis of the number of qualified students who wish to study one or the other language and of each institution's plan to integrate the courses into its curriculum and to continue instruction after the initial period of external support, sometimes including salary contributions, has ended.

Other schools offering or preparing to offer Chinese and Japanese are located in the metropolitan areas of Boston, New York-New Jersey, San Francisco, Chicago, and St. Louis. At San Francisco State College and Seton Hall University, South Orange, New Jersey, the federal government, under the National Defense Education Act, has supported summer institutes for public school teachers of Chinese. The Corporation made grants in 1962 to the two institutions to help private school teachers attend the institutes, to help all of the teachers at the summer institutes continue their studies part time during the school year, and to provide a roving professor to assist them with classroom problems. During the year under review the Corporation gave a second grant to Seton Hall University to continue its Chinese program and to initiate one for teachers of Japanese.

A new grant to Thayer Academy, Braintree, Massachusetts, en-

abled it to offer Japanese language and history courses to Boston area students at its intensive summer Institute for Asian Studies. The students continue their studies during the year, as do the students of Chinese, with visiting teachers at participating high schools.

Washington University received a small grant this past year toward the support of courses in Chinese at the Mark Twain Summer Institute, which is held each year for outstanding high school students in the St. Louis area. This venture was the first step in a larger, cooperative project of year-round Chinese and Japanese language instruction

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at the secondary level. In the Chicago area, Evanston Township High School was given a small appropriation to finance the summer training of teachers of Chinese and Japanese and to help Evanston and New Trier Township High School plan a joint program in Chinese and Japanese. Both Washington University and Evanston Township High School have received further Corporation support this year for their year-round programs.

The Taipei American School in Taiwan, the only independent American elementary and secondary school located in a Chinese-speaking area, enrolls about 1,900 students, of whom 84 per cent are

United States citizens. Even here, despite their ideal situation for the study of Chinese, the American students had little opportunity until the fall of 1963 for regular, formal instruction in the Chinese language and civilization. Now the School offers courses in Mandarin and the history of China, supported by a Corporation grant to International Schools Services. Under an earlier grant to the same organization, a similar program in Japanese language and civilization was launched in 1961 at the American School in Japan.

Thus some students interested in the Far East now have the opportunity to begin learning its languages before they enter college or graduate school, the level to which instruction in them has so often been postponed. The chance to develop a working knowledge of Chinese or Japanese much earlier will, the Corporation believes, stimulate more youth to undertake Far Eastern studies, thereby increasing the United States's meager resources of persons knowledgeable in this field.

College Language Programs

While engaged in providing support for high school instruction in Chinese and Japanese, the Corporation has also assisted the development of experimental college programs. During the past year it has made two grants to Stanford University for interuniversity undergraduate study in Japan and Taiwan. The University set up the Stanford Center for Japanese Studies in Tokyo in 1960 and the Chinese Studies Center in Taipei in 1962 to offer language and specialized studies to Stanford students, but both centers were open from the start to a few students from other institutions. Now they have been expanded into interuniversity centers, operated by Stanford. In fact, interuniversity committees are administering the Corporation's grants, most of which will be used to provide scholarships to the Centers for highly qualified undergraduates from any of the colleges and universities that offer Chinese and Japanese studies.

The Corporation renewed for an additional year its support of Columbia University's internship program in Oriental studies, begun in 1957. It is open to teachers from liberal arts colleges who plan to

introduce or participate in courses in Asian civilization and doctoral candidates who want to teach undergraduates.

The only way that undergraduate students of the Russian language can visit the U.S.S.R. is to go as tourists, as the Soviet Union will admit only a few graduate students for formal study. Indiana University and the University of Michigan have demonstrated one way of meeting this problem: to sponsor undergraduate summer study tours of the U.S.S.R. during which intensive use of the language is supervised by American professors. The tours were supported for a number of years by the Corporation. Last year the University of Kansas and the University of Colorado decided to organize a joint summer program in a Russian-speaking community in Finland, with the Corporation's support. In 1963 they sent 40 students, the majority from the two universities, to Järvenpää, a town near Helsinki that has a large Russian population. In addition to studying Russian with native speakers 20 hours a week, the students attended lectures on Russian history and culture and made a brief trip to the Soviet Union.

Princeton University, which offers strong courses in the Chinese, Japanese, and Arabic languages and cultures, has launched a cooperative program for undergraduates from liberal arts colleges. As its own enrollment in the three languages is small, the University accepts a limited number of top caliber students from other schools who spend their junior year at Princeton. They may take appropriate courses in government, economics, history, and other fields in addition to language courses. By attending an intensive language program in the summers preceding and following their year at Princeton, the students can acquire the equivalent of three years of language study in fifteen months. The program, an experiment, has incidentally led to a second innovation at Princeton—the University's first undergraduate women students.

Undergraduates Abroad

Several years ago the Corporation undertook to support a variety of new overseas study programs for undergraduates—programs that promised to demand first-rate students and maintain high academic

standards. Most of the programs have successfully achieved their goals and their status as regular programs within the institutions' budgets. In the past year, the Corporation renewed its support of three programs which have all been successful and which will also be continued at the conclusion of the grants.

The University of Wisconsin's program offers engineering students at Wisconsin and Case Institute of Technology an opportunity to spend their junior year at the Instituto Tecnológico y de Estudios Superiores de Monterrey, Mexico's noted engineering school. In contrast to the usual overseas study programs for students in the liberal arts only, this one produces bilingual engineers.

Under its new grant, the Rhode Island School of Design opened its European honors program to students from other schools. Outstanding seniors spend the first semester in Italy continuing their study of Italian, working at the School's overseas headquarters in Rome, and visiting other art and architectural centers in Italy. The second semester each works on a senior project or thesis with an Italian or other European adviser in his field, living in the city where his adviser works.

Princeton University's program enables a small group of outstanding students from several colleges and universities to go to Western Europe for three months between their junior and senior years to study and do independent research in international relations. The materials that the students gather usually form the bases for their senior honors theses.

Because there are now scores of overseas study programs for American undergraduates, there is a need for a clearing house of information about them—their quality as well as their location, dates, cost, admission requirements, the courses offered, and so forth. The Institute of International Education has recently set up such a service, with Carnegie aid, under the direction of Stephen Freeman, vice president emeritus of Middlebury College and director of its summer language schools. The Institute will publish booklets describing existing programs, and Mr. Freeman is available for consultation with colleges and universities that contemplate establishing new ones.

International Education and Research

The United States is engaged throughout the world in a great variety of educational and technical assistance activities, some sponsored by government, some by foundations and other private groups. Whether public or private, a majority of the organizations that have entered into overseas programs have turned to United States universities for assistance. At the end of 1963, for example, 98 universities were conducting 129 overseas programs for the Agency for International Development, the government agency most heavily involved in educational programs abroad.

As these activities increased, both the organizations and the universities realized that the universities were suffering many common problems but that they had no organization or instrumentality to treat their common interests and conduct their common business. Thus, after more than three years of exploration and discussion, Education and World Affairs (EWA) was created in late 1962 to serve institutions of higher education.

One of the problems common to most of the universities is their need for faculty who can bring international awareness and experience to their teaching. As the interest of American institutions in international and especially nonwestern studies has grown, the existing ways of providing overseas research and teaching experience for teachers in the approximately 1,500 colleges and universities in the United States have fallen far short of the demands. At the same time educational programs and institutions overseas urgently need more teachers. The next logical step, therefore, was to tackle the personnel problems that now inhibit overseas service: recruitment of the large numbers of American faculty members needed abroad; placing the right person in the right position; training; compensation; medical and retirement benefits. Officers of the Corporation and others, with the assistance of Teachers Insurance and Annuity Association, studied the possible approaches to the problem for almost two years. On the basis of these studies, the American Council on Education, the National Academy of Sciences, and EWA jointly sponsored the creation of the Overseas Educational Service, to be operated under the board of trustees of

EWA and to share its offices in New York. The Service's executive director is John Scott Everton, former president of Kalamazoo College, senior official of the Ford Foundation, and United States Ambassador to Burma. The Overseas Educational Service will undertake several jobs: (a) guidance to overseas institutions seeking American faculty, (b) guidance to American faculty seeking teaching experience abroad, (c) the study of economic and career deterrents to overseas service, (d) the development of arrangements to make overseas service more attractive, and (e) the encouragement of American universities to provide more liberal leaves of absence for overseas teaching. The Corporation has made a grant to EWA for the initial support of the Service.

EWA undertook another new project this past year with the assistance of the Corporation, the establishment of the Universities Service Center in Hong Kong as a base for scholars working there. It offers them desk space, a small working library, and access to translating, typing, and other services.

(To serve students of Chinese affairs working in the United States, the Library of Congress is microfilming and cataloging rare copies of journals and other materials published in Communist China during a period of about two years, which were embargoed by that government for distribution outside the country. With Corporation aid, the Library will make microfilm copies available to other research libraries around the country.)

The International Education of Americans

Africa south of the Sahara, which has become the primary focus of the Corporation's Commonwealth program (see page 37), is going through a period of rapid political, economic, and social changes that are making human and economic demands greatly in excess of its present resources. Its new nations need and are seeking help from the more developed nations. That help, which must be in the forms of material assistance and planning for the future of these countries, has to come from persons and organizations that know Africa's past, understand its present problems, and have a sympathetic concern for its future. The principal private organization in the United States that

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is concerned with relationships between this country and the new sub-Saharan nations is the African-American Institute. In Africa it is aiding development through educational and informational programs, including the supply of teachers to African schools and the awarding of scholarships for study in the United States. In this country it is concerned with the orientation and welfare of African students, diplomats, and visitors and conducts programs intended to increase the American public's understanding of African issues. During the year under review the Corporation gave the Institute a major grant toward support of its educational activities in the United States. Through the Institute, the Corporation also contributed toward the administrative expenses of the African Scholarship Program of American Universities for which the Institute has certain responsibilities.

While the United States works for peace on other continents, it tends to take its good relations with its immediate neighbors for granted. Despite the undefended border between the United States and Canada, there have been frictions and problems between the two nations since their creation. To foster greater United States understanding of its neighbor, a Corporation grant this past year went to the American Assembly to hold its 25th national Assembly on "The United States and Canada." American business, labor, government, education, and other leaders will meet at Arden House, Harriman, New York, for a long weekend in April, 1964. As background they will use a book on United States-Canadian relations that John S. Dickey, president of Dartmouth College, is editing for the Assembly. The conferees' recommendations for national policy set forth at the close of the meeting will later be published with the background book in a single volume for general circulation. After the Assembly, regional assemblies, some for Americans and some for both Canadians and Americans, will be held in other parts of the United States and Canada.

During the year under review the Corporation also made a grant to the Association of American Law Schools for a conference of Canadian and American law teachers to consider subjects of common concern. These included the encouragement of research and the exchange of teachers and information on teaching methods.

For leaders of higher education in the United States and its neighbors to the south, a unique organization, the Council on Higher Education in the American Republics (CHEAR), has been providing a forum in which they can discuss common problems and critical issues facing education in their countries. Until CHEAR's founding by the Corporation in 1958, there was practically no communication between educational leaders in the United States and Latin America. The Council received renewed support this past year through a Corporation grant to the Institute of International Education, which provides the secretariat for the organization.

Research and Training in International Studies

The postwar period has seen an amazing growth of world-wide bodies such as the United Nations and its specialized agencies and also of a great variety of regional and multilateral security, trade, and other groups. Until recently studies of international organizations have traditionally concentrated on analyses of their charters, constitutions, and structures, as has teaching about them. Now the Social Science Research Council (SSRC), with Corporation aid, proposes instead to look systematically at the ways these organizations function: how decisions are reached, what kinds of influences are brought to bear on delegates, how their attitudes and their governments' policies change due to their participation in the organizations' activities. A new SSRC committee comprising leading scholars in the field is planning the studies and allocating approximately two-thirds of the Carnegie grant to support individual research projects. It will use the remainder of the grant for conferences and program administration.

The Corporation during the past year renewed its support of research in international politics at Yale University and research and graduate training in international relations at Northwestern University. At Yale, Karl W. Deutsch, professor of political science, and his associates are attempting to develop a unified theory of international politics, particularly as to how and when nations and states arise, disappear, merge, and split. Mr. Deutsch describes some of the earlier phases of the study in his latest book, *The Nerves of Government: Models of Political Communication and Control* (New York: The Free Press of Glencoe, 1963).

The grant to Northwestern, which marked the end of the Corporation's program of general support for university centers of international research, included funds for research and graduate fellowships to train teacher-scholars in international relations.

Barbara Ward, British economist and author, is conducting more specific research under the Corporation's grant to Radcliffe College, which was renewed this past year. Since 1959 she has been studying economic assistance programs, first in India and Pakistan, and more recently in Africa. She expects to wind up her studies with a look at economic assistance in Latin America. In addition to her research and writing, she contributes to seminars at Harvard University on the economics of development.

What do we mean by "development"? Can we measure the difference between a developed area and an underdeveloped one? Theodore Caplow, professor of sociology at Columbia University, is trying to find out, with the assistance of a Corporation grant to Columbia. Using demographic, economic, and welfare data that have been collected by the United Nations and its specialized agencies, he is looking for correlations among the statistics to see whether they represent indicators of technical progress and whether typical patterns of development emerge. He decided to do the study when he discovered that in just six years, from 1956 to 1962, dramatic changes had occurred in the social and economic criteria of poverty and its consequences—infant mortality, for example, the distribution of vehicles, and the per cent of the population in school or hospitals.

Under a grant to Michigan State University, Professor Walter Adams, an economist who is also interested in social organization, will investigate the effect of the American free enterprise philosophy on economic thought in the European Economic Community and its member countries.

Research on Conflict

One way to help obviate war, many experts believe, is to know as much as possible about the nature of conflict and the processes by which it may be resolved as well as about its causes and cures, but only a few researchers are exploring these areas. For research on internal warfare—organized conflict between elements within the

same nation, which may take the form of rebellion, revolution, mob violence, guerilla warfare, or any other type of civil uprising—Princeton University received a renewal of its Carnegie grant this past year. The military and political theory taught in this country seldom includes any understanding of guerilla warfare, terrorist activities, and revolutionary political action found in many places in the world today. Princeton's studies in this field are almost the only ones being done in the United States.

At the University of Michigan, the Center for Research on Conflict Resolution received Corporation support this past year for a program of international studies. The faculty participating in the program, who come from several of the University's social science departments, hope to learn about the forces that lead toward and away from what they call "stable peace."

Public Affairs

Mindful of Publius's warning, "Powerful indeed is the empire of habit," a group of men who have had wide experience in government proposed to the Committee for Economic Development (CED) that it undertake a review of government administration. Accepting the proposal, CED in 1963 created the Committee for the Improvement of Management in Government. Headed by Marion B. Folsom, former Secretary of Health, Education, and Welfare and Under Secretary of the Treasury, as chairman and John A. Perkins, president of the University of Delaware, as vice chairman, the Committee will examine basic issues arising in the management of government affairs. These may include such problems as the identification and promotion of talented employees, conflicts of interest, and the federal government's use of contracts with private organizations for research and other operations. The Committee will eventually issue a series of policy statements to try to bring about a better understanding of what the public service is and how it operates and to make suggestions for improving the quality of its performance. An organization of 200 business leaders and educators, CED engages in objective research and the formulation of policies to promote economic growth and stability in a

free society. This project is being supported in part by a major grant from the Corporation.

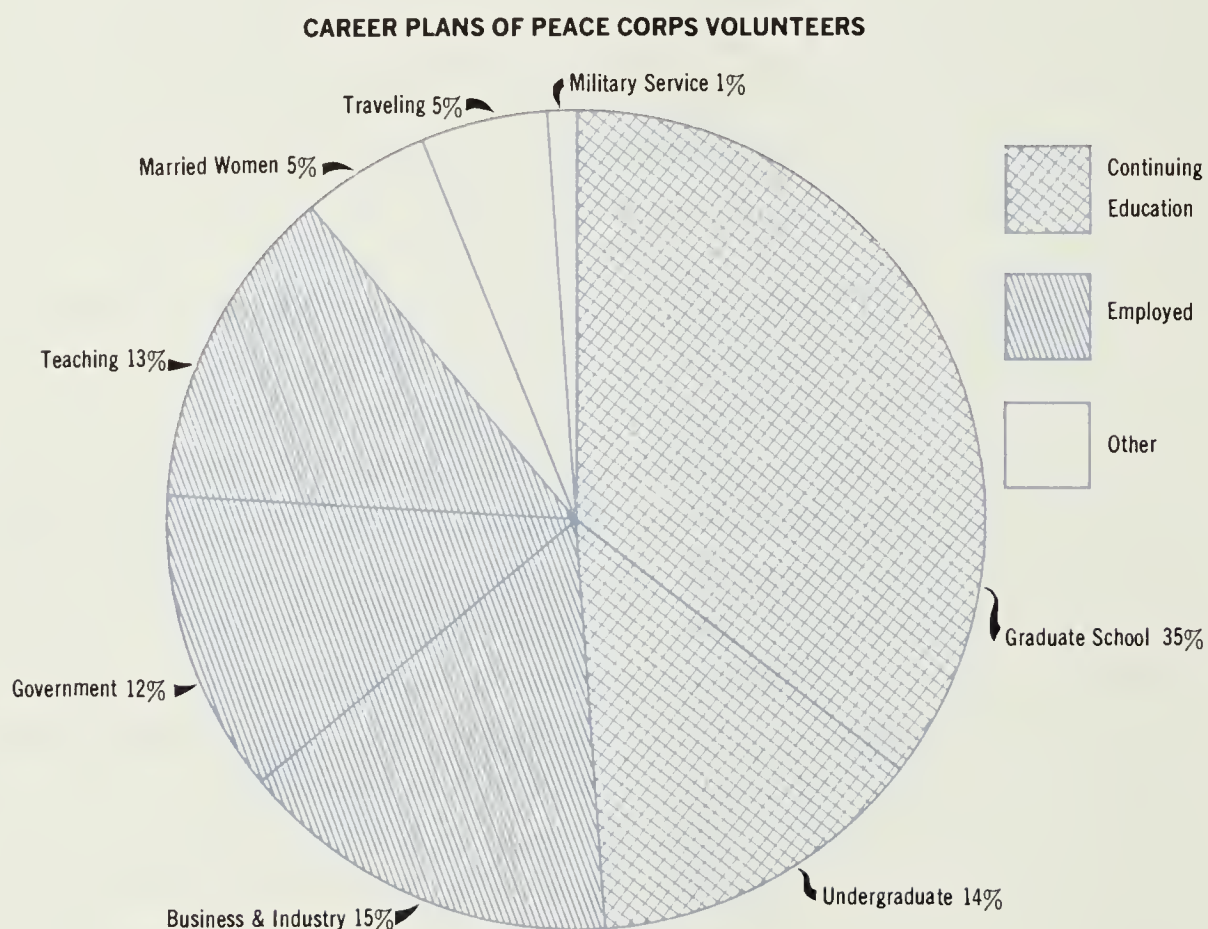
Another small group of government, university, business, and professional men who are concerned with the improvement of the public service began meeting in the early 1950's to exchange information and ideas and to identify and expedite needed research and action. In 1959 they formally organized themselves as the Conference on the Public Service, and the Brookings Institution agreed to provide secretariat services, for which Carnegie made a small grant. This past year the Corporation renewed its support of the Conference's activities, which have included major contributions to the establishment of public service internships, federal salary reform, and several research projects.

The Corporation's interest in government management has also led it to support several research projects. These include, for example, the Brookings Institution's study of the variety, purposes, and results of government contracts, which was begun in 1962 on the recommendation of the Conference on the Public Service. Both Brookings and Michigan State University, under earlier grants, have made studies of federal executives. Dean E. Mann's book on top-level political executives, which pays particular attention to how they are recruited, will be published by Brookings in 1964. The Michigan State study, *The American Federal Executive: A Study of the Social and Personal Characteristics of the Civilian and Military Leaders of the United States Federal Government*, by W. Lloyd Warner, Paul P. Van Riper, Norman H. Martin, and Orvis F. Collins, was published in 1963 by Yale University Press.

At Princeton University, Professor John J. Corson has started two studies of the federal government. Drawing on his experience as a consultant to business and government while a director of McKinsey and Company, a management consultant firm, he is exploring the evolving "mix" of public and private enterprise in American society. In the past decade government purchases have increased more than 150 per cent; federal, state, and local governments have expanded as entrepreneurs; and the federal government is today the largest supporter of scientific research and technological change. To understand

the changing relationships between the citizen and business, labor, and government and the significance of the changes, more information is needed about the trend and the principal factors causing it.

Mr. Corson's second study seeks a new view of the federal executive: what he does in his job, how he uses his time, and how he accomplishes what is expected of him. Although this information is essential to the improvement of executives' recruitment and training and to the



organization of their agencies, almost no research has previously been done in this area. Both studies are being supported by the Corporation.

Career Assistance for Peace Corpsmen

During 1963 approximately 600 Peace Corps volunteers completed their tours of duty. These young people, carefully selected, highly motivated, and now experienced in field work in foreign areas, are eagerly sought by graduate schools, government agencies, and private organizations. To acquaint the 1963 and early 1964 returnees with

these opportunities and also to free them from concern about their future during the final months of their work overseas, the American Council on Education, with Carnegie aid, inaugurated counseling, placement, and information services for returnees. Since new legislation provides for the incorporation of these services into the Peace Corps administration in 1964, the Council will relinquish its responsibility for them as soon as arrangements for the transfer have been completed.

Social and Economic Research

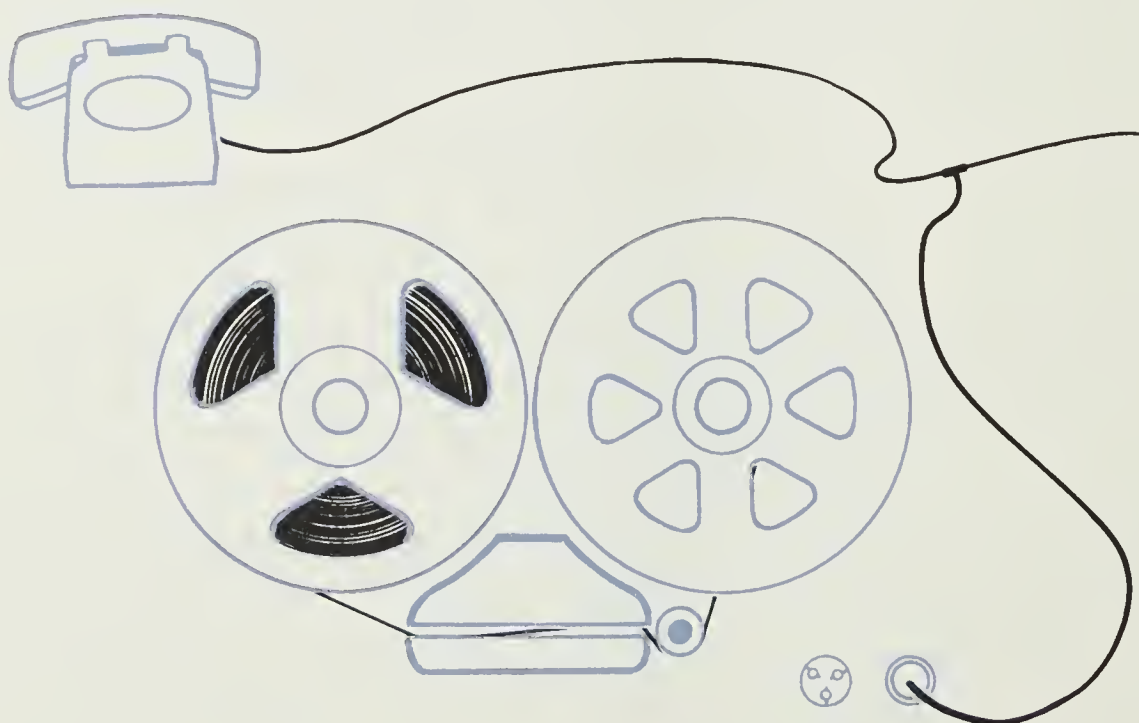
Economists have come to recognize that such psychological factors as a people's attitude toward work, desire for personal betterment and achievement, and confidence in the future affect a nation's economic growth. To understand the stages of economic growth, the economists reason, they will have to learn more or less precisely what kinds of attitudes and motivations have what kinds of effects upon economic behavior and status. With the aid of a Carnegie grant, James N. Morgan, professor of economics, and others at the University of Michigan's Survey Research Center are surveying a sample of approximately 2,000 persons to find out, among other things, what they have done to increase their own productivity through overtime work, training, changes in jobs or places of residence; why they have done it; and what their attitudes are toward the value of work, the future, and saving. They have designed the study so that it may be repeated in other nations later, in the hope that it may lead to some understanding of the psychological factors that are blocking economic growth in some countries and stimulating it in others.

Another research project is aimed specifically at determining the social, economic, and psychological factors that affect fertility in the United States. In 1956 the Office of Population Research at Princeton University began a survey of nearly 1,200 couples, for which it received partial support from the Corporation in cooperation with the Milbank Memorial Fund and The Population Council. Last year the Office finished the second volume of the study, *The Third Child: A Study in the Prediction of Fertility*, by Charles F. Westoff, Robert G. Potter, Jr., and Philip C. Sagi (Princeton, N. J.: Princeton University

Press). A further Corporation grant this past year will contribute to the completion of the research. An understanding of the variables affecting fertility will make possible much more accurate predictions of population size for the use of economic, educational, and social planners.

"Give me liberty. . . ."

In courts and classrooms, churches and living rooms, the issue of wiretapping has been seriously and passionately debated over the last decade. Were it the only modern technique of secretive surveillance, an alert person could avoid it. Instead, advances in electronics, photography, optical and acoustical techniques, and even data processing permit all kinds of personal and organizational espionage and threaten the privacy of every individual and organization. During the past year the Special Committee on Science and Law of the Association of the Bar of the City of New York, with Carnegie support, has been examining these techniques and the consequences of their use for our values and institutions. It has also studied what countertechniques might be applied to prevent or reduce the possibilities of unlawful and improper appropriation of private information.



At Harvard University Oscar Handlin has been directing a study of the history of liberty in the United States. The project has already yielded five books, including *The Dimensions of Liberty*, by Oscar and Mary Handlin (Cambridge: Harvard University Press, 1961), which sets forth the general framework of the whole inquiry. It is to cover three broad areas: the nature of free political institutions; the voluntary aspects of American life, especially in religion, business, and social services; and the history of social mobility in the United States. Initiated five years ago with Corporation assistance, the study received support in 1963 for an additional five years. When it is completed, Mr. Handlin expects to prepare a comprehensive synthesis of the results of the inquiry.

Education in Africa

Although the emerging countries of middle Africa have been devoting large percentages of their budgets to education in recent years, they cannot by themselves satisfy their peoples' desires and needs for more education. The demands for training for both children and adults are too large, the nations' resources as yet too small. Sir Alexander Carr-Saunders, former director of the London School of Economics and an authority in the field of talented manpower, quietly but eloquently outlined the need for teachers and teacher trainers in his summary report, *Staffing African Universities*,* published in 1963 as the result of a Corporation grant.

Because Carnegie's Commonwealth program resources are small, too, the Corporation generally makes grants in only a few fields and areas at a time. Thus it began several years ago to devote most of its Commonwealth funds and attention to specific educational problems in the new African nations.

The officers and trustees are concentrating especially on helping the universities and university colleges which nourish the educational systems in Nigeria, Kenya, Uganda, and other middle African coun-

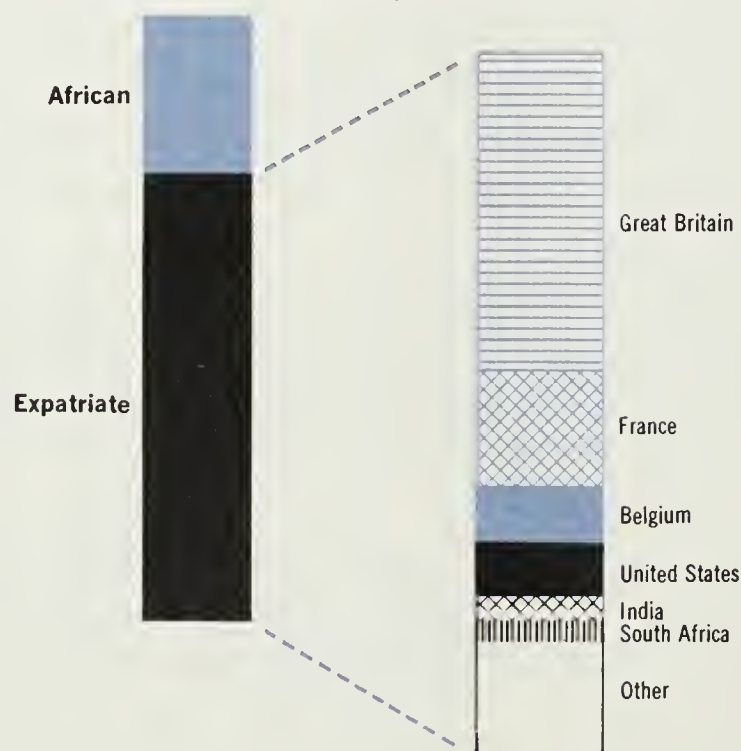
* Available without charge from the American Council on Education Publications Division, 1785 Massachusetts Avenue, N.W., Washington, D. C. 20036.

tries. These institutions can best provide educational research, field services, adult education, and leadership for the national education programs, as well as teacher training. To the extent that they are both imaginative and experimental in approaching their tasks, they hold a master key to the development of the new nations. Three Carnegie grants in 1962-63 are helping them in their efforts.

One of them went to Teachers College, Columbia University, to continue the Afro-Anglo-American program in teacher education, which was begun in 1960 with earlier Carnegie aid. Under the program Teachers College, the University of London Institute of Education, and institutes and departments of education at eight African colleges and universities are working together to strengthen teacher education in and for Africa. Their short-run objective is to provide more teachers for Africa; their long-run objective, to strengthen the ability of the African universities themselves to fulfill their countries' education needs, including the need for teachers.

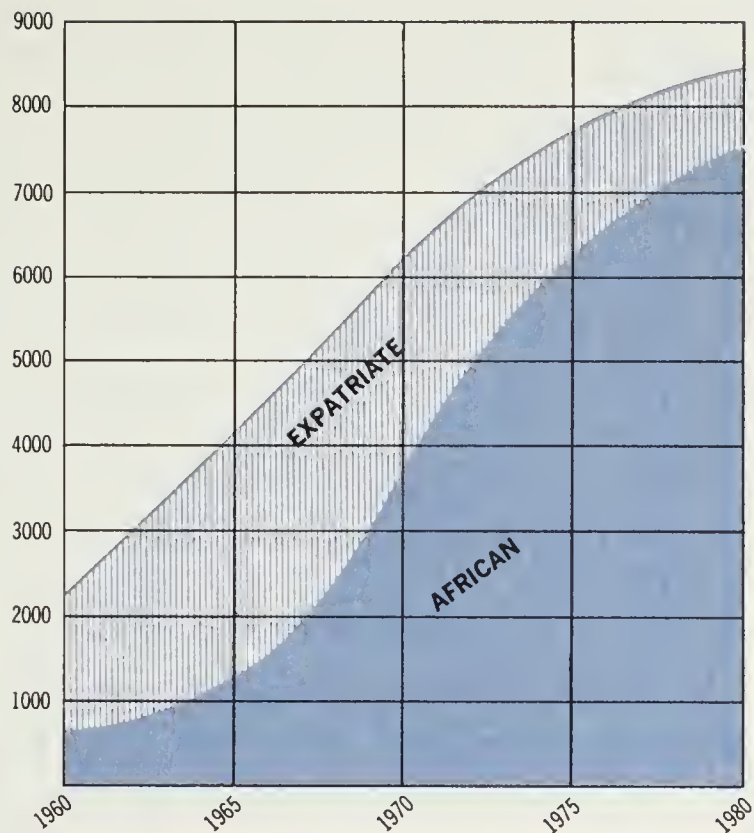
Under the system of higher education inherited from Britain, teacher training colleges in several of the African countries are linked to a central institute of education which is part of a university. An

Expatriate university teachers in Middle Africa (1960-61)
and where they come from



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University posts and how they will be filled

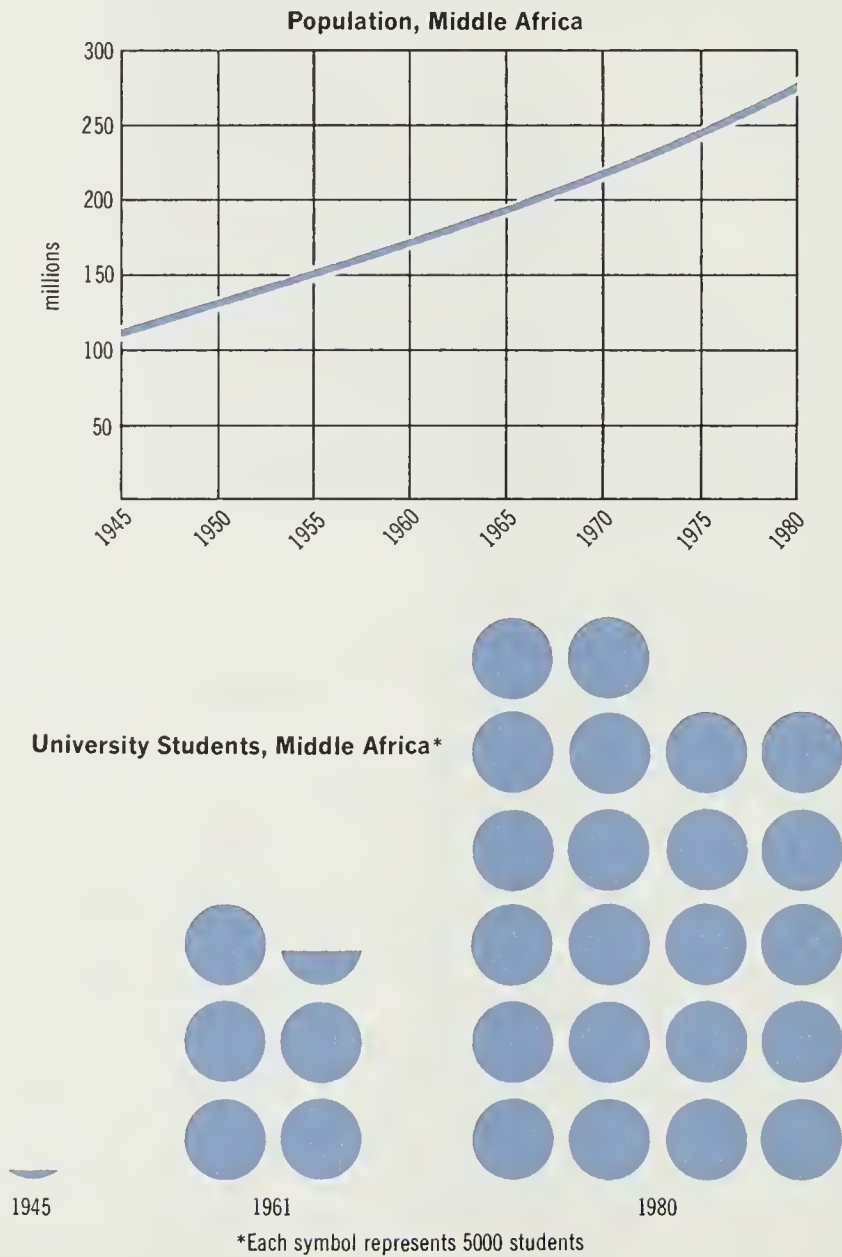


effective means of aiding teacher training in these countries is to make the institutes stronger. During the year under review the University of Ibadan, one of the eight African institutions participating in the Afro-Anglo-American program, received a grant to enable it to improve its ties with the teachers colleges that it serves and to work toward their upgrading. Ibadan's Institute of Education has added to its staff a liaison officer who will work with the colleges in developing courses, national certification examinations, and in-service workshops.

The Institute of Education of the University College of Rhodesia and Nyasaland called school and college physics teachers to a conference on ways to improve the teaching of physics. Two physics curriculum experts from Educational Services Incorporated, Watertown, Massachusetts, were invited to Salisbury to introduce the new courses and materials developed in the United States by the Physical Sciences Study Committee. A Corporation grant paid the transportation costs for the experts and their demonstration laboratory kits.

Although formal higher education is fundamental to the development of tropical Africa's new nations, nothing is more urgent now than special training for civil servants, teachers, businessmen, and others

whose education sometimes falls far short of their increasing responsibilities. The Corporation began supporting extra-mural programs in East Africa in 1955 when it gave Makerere University College funds to extend its program to Kenya. Now the Royal College, Nairobi, created in 1961 and like Makerere a constituent of the University of



East Africa, has with Carnegie aid created a Department of Extra-Mural Studies for an adult education program in Kenya. In addition to taking over Makerere's Kenyan extension program, it has brought into close association with it the College of Social Studies, a residential adult education institute in Kikuyu, near Nairobi, which the Corporation has also supported.

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An educational institution that is vitally important to persons of all ages is the library; but libraries require librarians. To meet the rapidly increasing need for professionally trained librarians in Nigeria and the other countries of West Africa, the University of Ibadan, with Corporation support, in 1960 created an Institute of Librarianship. Because it offers the first advanced library training program in middle Africa, it carries the responsibility of setting appropriate standards for the library profession of newly developing, tropical countries. A new Carnegie grant provides further support for the Institute. It also enabled the University to engage an advisory director of the Institute for the year 1963-64.

Anglo-American Cooperation

As new African nations began to seek external aid in both Great Britain and the United States, British and American educators made conscientious efforts to collaborate, rather than collide, in responding to the countries' needs. Their cooperation has been fostered in part by a number of conferences and agencies that have been set up over the last few years, several of them supported by Carnegie, including the Africa Liaison Committee established in 1959 at the American Council on Education. The Committee, representing American higher education, is a high-level advisory and consultative body to which government agencies and universities frequently turn on educational policies and programs in Africa and on the training and orientation of teachers going to Africa. This past year the Corporation renewed its support of the Committee.

On educational questions in Africa of common British and American interest, the Africa Liaison Committee works with Britain's Inter-University Council for Higher Education Overseas. During the year under review the Inter-University Council was asked to help in planning the new University of Basutoland, Bechuanaland Protectorate and Swaziland, which has superseded Pius XII College in Basutoland. A Carnegie grant contributed to the Council's work. The Africa Liaison Committee, through its chairman, C. W. de Kiewiet, has played a key role in the negotiations leading to the establishment of the University.

Over the past decade the Association of Commonwealth Universities (ACU) and the Association of American Universities have invited each other's representatives to their periodic meetings. These opportunities for British university vice-chancellors and American university presidents to get acquainted and discuss common interests have undoubtedly helped lay the foundation for Anglo-American cooperation in Africa. To enable them to continue their relationship, the Corporation in 1963 appropriated funds for a dozen American presidents to attend the 1963 Quinquennial Congress of the ACU and for another transatlantic visit in the future.

Other Commonwealth Programs

The universities of Canada, too, are becoming more and more active in international affairs and more and more aware of the need to develop their scholarly resources in international fields. To determine the ways in which they might meet their responsibilities most effectively, the Canadian Universities Foundation, with Corporation assistance, is now examining the offerings in international studies and the overseas role of Canadian universities.

One of the major parts of the Corporation's Commonwealth program continues to be the travel grant program that enables university teachers, administrators, and other educators from Commonwealth countries to visit the United States, Canada, and occasionally other countries to meet their colleagues and observe developments in their fields. In addition, a few United States educators have gone to the Commonwealth. While the proportion of grantees from tropical Africa has increased in the past few years, a large number of the 53 visitors receiving grants in 1962-63 continued to come from Australia, New Zealand, and South Africa. A list of the 1962-63 grantees by country, showing their positions and reasons for travel, appears on pages 67 to 69. A complete list of Commonwealth grants begins on page 65.

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From the Corporation's Journal

Carnegie Corporation lost the services of one of its ablest and most devoted trustees when Frederick Osborn retired from the board on January 1, 1963. A member of the board since 1936, he served on the executive committee from 1939 until his retirement. He was also a member of the finance committee from 1936 through 1947 and of three important special committees during his trusteeship.

Mr. Osborn brought to the board a remarkable breadth of experience in business, public affairs, and scholarship. After a highly successful early career in the business world, he went on to a distinguished career in public affairs. During World War II, he was in charge of the Information and Education Division of the Army with the rank of major general, and after the war he represented the United States on the United Nations Atomic Energy Commission. A keen student of the social sciences throughout his life, Mr. Osborn is an expert on population problems and the author of several scholarly books. He was executive vice president, and is now an active trustee, of The Population Council. He is also a trustee of the Frick Collection, a trustee emeritus of Princeton University, and a former trustee of the Milbank Memorial Fund. He will be missed, not only for his broad experience and sound judgment which were so influential in shaping the Corporation's program, but also for his warm and kindly spirit which characterized his relationships with several "generations" of Carnegie officers.

ANNUAL REPORT FOR 1963

At the annual meeting on November 20, 1962, C. D. Jackson, Devereux C. Josephs, and Gwilym A. Price were re-elected to the board for five-year terms ending with the close of the annual meeting of 1967. Morris Hadley, chairman of the board since 1955, was re-elected to this office.

James A. Perkins, vice president of the Corporation, was elected a member of the board on January 17, 1963, and served until June 30. The Corporation lost not only a new trustee but a valuable officer when Mr. Perkins resigned to assume the presidency of Cornell University on July 1. He joined the staff on August 1, 1950, as an executive associate and was appointed vice president in November of the following year. A warm, respected, and witty colleague, Mr. Perkins was a skillful administrator and unusually creative in the conduct of the Corporation's business. At the same time that Mr. Perkins left, his administrative assistant, Dorothy Fuchs, who had been with the Corporation since 1947, resigned to be married.

The departure of William W. Marvel, an executive associate, was another loss to the staff during 1962-63. He resigned to become president of the new organization, Education and World Affairs. A member of the staff since 1952, Mr. Marvel had major responsibility for the Corporation's program in international relations. His knowledge of the field and sound judgment won him the respect of his fellow workers and of scholars throughout the country.

At the January meeting of the board, Alan Pifer was appointed a vice president and succeeded Mr. Perkins as vice president of the Corporation on July 1. Mr. Pifer has served the Corporation with distinction since 1953 chiefly in connection with its program in the Commonwealth. Lloyd N. Morrisett, who came to the Corporation in 1959 and was appointed executive associate in 1961, was given additional duties as assistant to the president.

One new appointment to the staff was made during the year. Arthur L. Singer, Jr., executive associate, earned the A.B. degree in economics from Williams College and the M.B.A. from the University of Michigan. He served in the Navy from 1952 to 1955. For the eight

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years prior to his appointment to the Corporation, Mr. Singer was at the Massachusetts Institute of Technology where he was administrative officer of the Center for International Studies until his appointment in 1959 as assistant dean, School of Humanities and Social Science. In 1961 he also became assistant dean of the School of Industrial Management.

The executive committee during the year consisted of Frederick Sheffield, chairman; John W. Gardner; Morris Hadley; Caryl P. Haskins; Devereux C. Josephs; Frederick Osborn until his retirement; and Charles M. Spofford.

The finance committee consisted of Mr. Josephs, chairman; Fredrick M. Eaton; Mr. Gardner; Mr. Hadley; and Malcolm A. MacIntyre.

The board of trustees held meetings on November 20, 1962, and January 17, March 21, and May 16, 1963.

The executive committee met on October 17 and December 19, 1962, and April 17, June 19, and September 26, 1963.

The finance committee met on December 11, 1962, and March 25, June 19, and September 17, 1963.

The Secretary's Report

During the year ended September 30, 1963, the trustees appropriated \$10,638,589. This figure includes \$811,000 for the program in the Commonwealth. The Corporation made 64 grants to schools, colleges, and universities and 37 grants to other organizations. In addition, five appropriations were made for travel grants and other programs administered by the officers of the Corporation.

Although the number of grants, as well as the total amount of money appropriated, was larger than in recent years, requests continued to outnumber grants by about 12 to 1. Of the requests that were declined, many were for buildings, individual scholarships and grants-in-aid, publication subsidies, general support of educational institutions, and other kinds of assistance that the Corporation, as a matter of established policy, does not provide. A considerable number of the requests, however, were for carefully planned projects of real merit which might have received support had the competition been less severe.

The list of recipients of grants beginning on page 53 includes institutions and organizations to which funds were appropriated during 1962-63. The amounts of new grants are shown between the blue lines in the first column. The list also shows grants voted in prior years on which payments were scheduled in 1962-63 or future years.

Any balance remaining after a project has been completed is normally returned to the Corporation. These refunds are added to the income available for appropriation during the year in which they are received and listed as "Adjustments of Appropriations" on pages 64 and 66.

Since many grants are expendable over a period of years, there are about 300 Carnegie-supported programs or projects in operation at

any given time. The secretary's office is responsible for securing annual progress reports and financial statements on all of these grants.

The Corporation does not itself publish the findings of any studies that it has supported, but about 50 hard-cover books and a number of paperbacks and pamphlets appeared during 1962-63 under the imprint of commercial and university presses, reporting results of projects financed wholly or in part by Corporation grants.

In 1959, McGraw-Hill Book Company launched the "Carnegie Series in American Education" as part of its regular publishing program. Two books based on studies financed by the Corporation appeared during the year bringing the total in the Series to 16 volumes: *The Education of American Teachers*, by James Bryant Conant.

Themes, Theories, and Therapy: The Teaching of Writing in College, by Albert R. Kitzhaber.

A Corporation grant to Syracuse University resulted in the publication by the Syracuse University Press of a series of paperbound books entitled "The Economics and Politics of Public Education." Twelve individual titles were issued during the year, covering such subjects as federal aid, state and local taxes, the relationship of cost and quality, and special problems of suburban schools.

During the past decade, the Corporation has supported several university centers for research and training in international relations. An unusually large number of publications emanated from these centers in 1962-63. Chicago University Press published the following books from the University's Center for the Study of American Foreign Policy:

Politics in the Twentieth Century, by Hans J. Morgenthau. Vol. I: *The Decline of Democratic Politics*; Vol. II: *The Impasse of American Foreign Policy*; Vol. III: *The Restoration of American Politics*.

America's Failure in China, 1941-50, by Tang Tsou.

Also at Chicago, the Committee for the Comparative Study of New Nations was responsible for:

Old Societies and New States, edited by Clifford Geertz (The Free Press of Glencoe).

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The School for Advanced International Studies of Johns Hopkins University produced the following volumes:

Neutralism and Nonalignment: The New States in World Affairs, edited by Laurence W. Martin (Frederick A. Praeger).

Discord and Collaboration: Essays on International Politics, by Arnold Wolfers (The Johns Hopkins Press).

Nations in Alliance: The Limits of Interdependence, by George Liska (The Johns Hopkins Press).

Three books of particular interest to teachers of international relations were produced by scholars at Northwestern University:

Simulation in International Relations: Developments for Research and Teaching, by Harold Guetzkow *et al.* (Prentice-Hall, Inc.).

Simulation in Social Science: Readings, edited by Harold Guetzkow (Prentice-Hall, Inc.).

Foreign Policy Decision-Making: An Approach to the Study of International Politics, edited by Richard C. Snyder, H. W. Bruck, and Burton Sapin (The Free Press of Glencoe).

Several books from the Russian Research Center at Harvard University and the Commonwealth Studies Center at Duke University have been listed in previous reports. Five volumes from the former and three from the latter appeared during the year under review, published by the respective university presses.

Another important book on international affairs is:

Power and International Relations, by Inis L. Claude, Jr. (Random House).

Although focusing on the American scene, the following studies have relevance for the conduct of international as well as national affairs:

Disarmament and the Economy, edited by Emile Benoit and Kenneth E. Boulding (Harper & Row).

The Nerves of Government: Models of Political Communication and Control, by Karl W. Deutsch (The Free Press of Glencoe).

ANNUAL REPORT FOR 1963

Political Ideology: Why the American Common Man Believes What He Does, by Robert E. Lane (The Free Press of Glencoe).

The Democratic Prospect, by Charles Frankel (Harper & Row).

Anti-intellectualism in American Life, by Richard Hofstadter (Alfred A. Knopf).

The American Federal Executive: A Study of the Social and Personal Characteristics of the Civilian and Military Leaders of the United States Federal Government, by W. Lloyd Warner, Paul P. Van Riper, Norman H. Martin, and Orvis F. Collins (Yale University Press).

The Center for the Study of the History of Liberty in America at Harvard University added four volumes to its research series, all published by the Harvard University Press.

Other significant books which do not fall into any of the above categories were:

Creativity and Psychological Health: Origins of Personal Vitality and Creative Freedom, by Frank Barron (D. Van Nostrand Company, Inc.).

The Rise of the West: A History of the Human Community, by William H. McNeill (University of Chicago Press).

Philosophy and Culture—East and West: East-West Philosophy in Practical Perspective, by Charles A. Moore (University of Hawaii Press).

The First R: The Harvard Report on Reading in Elementary Schools, by Mary C. Austin and Coleman Morrison (The Macmillan Company).

Among the publications resulting from grants for the Commonwealth were:

Graduate Education in the Sciences in Canadian Universities, by W. P. Thompson (University of Toronto Press).

Women in Australia, by Norman MacKenzie (Melbourne: F. W. Cheshire).

Western Samoa: Land, Life and Agriculture in Tropical Polynesia, edited by James W. Fox and Kenneth B. Cumberland (Christchurch, New Zealand: Whitcombe & Tombs Ltd).

Bhaca Society: A People of the Transkeian Uplands, South Africa, by W. D. Hammond-Tooke (Oxford University Press).

Appropriations and Payments

During the Year Ended September 30, 1963

This schedule shows all payments made during the fiscal year 1962-63 from appropriations of that year and preceding years. Amounts in the first column marked thus (*) are allocations from funds made available in previous years.

United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
African-American Institute Support and scholarship administration (B3114)	\$290,000		\$263,334	\$26,666
Alumnae Advisory Center Survey of part-time job opportunities for college-trained women (X2963)	17,000		17,000	
American Assembly, The Assembly on the United States and Canada (B3138)	90,000		90,000	
American Association of Junior Colleges Appraisal of counseling in junior colleges (B3152)	104,000		50,000	54,000
American Association of University Women Educational Foundation Conference on research on education of women (X2957)	6,812		6,812	
American Council of Learned Societies General support and fellowships (B3038)		\$500,000	150,000	350,000
American Council on Education Counseling service for returning Peace Corps volunteers (X2957, X2991)	71,500		71,500	
Support of Africa Liaison Committee (B3115) To facilitate reorganization and strengthen the new program (B3085)	247,000		83,000	164,000
		400,000	100,000	300,000
American Institute of Certified Public Accountants Study of professional education for certified public accountants (X2960)	50,000		25,000	25,000
American Institute of Physics Awards for teachers of physics (X2914)		40,000	20,000	20,000
American Library Association Preparation and publication of series of reading guides (X2992)	28,000		28,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Arizona, University of Honors program at Guadalajara (Mexico) Summer School (B2985, B3034)		\$13,000	\$13,000	
Association of American Medical Colleges Program to stimulate research and experi- mentation in medical education (B3087)		240,000	60,000	\$180,000
Association of American Universities Expenses of meeting in the United States with United Kingdom and other Commonwealth vice-chancellors (X2978)	\$62,000		31,000	31,000
Association of the Bar of the City of New York Fund, Inc. Study of modern surveillance technology (X2957, X2959)	47,000		47,000	
Barnard College Guidance workshops for college women (B3154)	54,000		18,000	36,000
Bennett College Saturday school for high school students (X2898)		25,000	25,000	
Brandeis University Exploratory study of status of students in America (X2957)	3,000*		3,000	
Brookings Institution Study of government contracting (B3074) Support of Conference on the Public Service (B3144)	75,000	90,000	90,000	56,250
Brown University Junior high school guidance program (B3079) New courses for juniors and seniors (B3042)		42,000 31,500	21,000 31,500	21,000
Bryn Mawr College Summer institute in France for college students (B2985, X2932)		9,900	6,600	3,300
California, University of Comparative study of leadership in certain countries of Middle Africa (B2978)		34,000	17,000	17,000
Research and graduate study on thought processes (X2886)		26,000	26,000	
Research and training on social, economic, and political development of transitional societies (B3028)		120,000	40,000	80,000
Research on creativity (X2957)	10,000		10,000	
Research on creativity and self-teaching devices (X2887)		33,000	33,000	
Research on higher education (B2871, B3017)		310,500	134,500	176,000
Research on learning and thought processes (X2970)	120,800		43,500	77,300
Study of leadership in the West Indies (B2977)		5,000	5,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Carnegie Endowment for International Peace Visiting research scholars (X2880)		\$42,000	\$21,000	\$21,000
Carnegie Foundation for the Advancement of Teaching Study of relationships of federal government and higher education (B3003)		25,000	25,000(a)	
Carnegie Institute of Technology Research on thought processes (B3005)		70,000	35,000	35,000
Carnegie Institution of Washington Fellowships for advanced study at National Physical Laboratory (England) (B3070) Fellowships in natural sciences (B2943)		60,000 200,000	15,000 50,000	45,000 150,000
Case Institute of Technology Faculty-student conference on engineering education (X2957)	\$5,000		5,000	
Center for Advanced Study in the Behavioral Sciences Fellowships and conferences (B3053)		200,000	100,000	100,000
Center for Programed Instruction Development of self-instructional materials in reading (X2922) Support (B3031)		20,000 100,000	20,000 100,000	
Chicago, University of Experiment in teaching reading and writing of English to people of other cultures (B3104) Program on non-Western civilizations (X2867) Research and training program on new nations (B2976) Research on education and socio-economic development in transitional societies (B3102) Training of reading consultants (B3151) Training of university extension administrators (B2939)	176,000	200,000 23,000 118,000 150,000 25,000	50,000 23,000 59,000 90,000 43,500 25,000	150,000 59,000 60,000 132,500
City College, The (New York) Study of research on methods of teaching beginning reading (X2977) Summer program to train college teachers (X2782)	21,000	10,000	21,000 10,000	
Colorado, University of Preparation of book on honors movement in American higher education (X2957)	12,500		12,500	
Columbia University Development of materials for Chinese language instruction in high schools (B3107)		113,000	36,000	77,000

(a) Written off; included in total payments.

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Columbia University (<i>continued</i>)				
Internships in Oriental studies program (B3133)	\$26,000		\$26,000	
Inter-university program for undergraduate anthropological study abroad (B3024)		\$57,500	57,500	
Oral History Research Office (X2901)		15,000	15,000	
Research on democratic development in transitional societies (X2938)		38,000	19,000	\$19,000
Study of factors associated with success after college (X2957)	12,000*		12,000	
Study of general education (B3157)	25,600		25,600	
Study of patterns of social and economic development (X2984)	33,400		17,400	16,000
Teachers College				
Afro-Anglo-American program in teacher education (B3116) (see also page 65)	225,000		75,000	150,000
Research on higher education (X2888)		30,000	30,000	
Columbia University Press				
Publication of variorum commentary on poems of John Milton (X2556)		9,000	9,000	
Committee on Economic Development				
Program on improvement of governmental management (X2989)	500,000			500,000
Committee on Institutional Cooperation of the Council of Ten and the University of Chicago				
Special projects (X2975)	100,000		40,000	60,000
Connecticut, University of				
Long-range planning (B3142)	26,000		26,000	
Cornell University				
Research and graduate training on China and Southeast Asia (B3089)		360,000	90,000	270,000
Training and research on South America (B2961)		50,000	50,000	
Council for the Advancement of Science Writing, Inc.				
On-the-job training for science reporters (B3130)	36,000		12,000	24,000
Council of Graduate Schools in the United States				
General support (X2947)		25,000	15,000	10,000
Council for Financial Aid to Education				
Support (B2884)		75,000	75,000	
Council on Foreign Relations				
Research, regional committees, and fellowships (B2997)		200,000	100,000	100,000
Research and writing on international educa- tional and cultural relations of the United States (X2957)	12,500		12,500	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Dartmouth College				
New doctoral program in mathematics (B3088)		\$212,000	\$58,000	\$154,000
Research and development in programmed teaching materials (B3078)		84,000	42,000	42,000
Research in the field of national security policy (B3072)		75,000	25,000	50,000
Duke University				
Commonwealth Studies Center (B2908)		60,000	60,000	
Research on Soviet international law doctrine (X2948)		13,000	13,000	
Editorial Projects for Education, Inc.				
Study of the dissemination of educational in- formation in the United States (X2957)	\$4,500* 500 }		5,000	
Education and World Affairs				
To establish the Overseas Educational Service (B3149)	300,000		60,000	240,000
Support (B3064)		500,000	100,000	400,000
University Service Center in Hong Kong (B3135)	290,000		110,000	180,000
Educational Testing Service				
Experiment in predicting artistic ability (X2971)	59,000		21,000	38,000
Evanston Township High School				
Chinese and Japanese language program (X2957)	9,100		9,100	
Grinnell College				
Curriculum experimentation (X2987)	50,000		50,000	
Hamden Hall, Inc.				
Experiment in teaching children of pre- kindergarten age to read and write (B3021) (see also Rutgers, page 61, and Yale University, page 63)		45,100	45,100	
Harvard University				
Development of new high school physics course (X2945)		26,500	26,500	
Fellowships for college teachers to study at Law School (B3131)	110,000		10,000	100,000
Research and development in programmed instruction (B3052)		100,000	100,000	
Research fellow in Center for Studies in Education and Development (X2957)	9,000		9,000	
Research on history of liberty in America (X2966)	200,000		40,000	160,000
Research on motivation (X2894)		13,500	13,500	
Research on political development in transitional societies (B3045)		15,000	15,000	
Research on thought processes (B3004)		100,000	50,000	50,000
Studies of role of education in process of modernization (B3101)		175,000	100,000	75,000
Study of large-scale corporate organization in modern society (X2860)		2,500		2,500

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Hawaii, University of Visiting professors (B2924)		\$16,000	\$16,000	
Hollins College Experiment in teaching foreign languages by means of teaching machines (B2892, X2828)		13,000	13,000	
Illinois, University of Development of a new elementary school arithmetic curriculum (B2920)		31,250	31,250	
Indiana University Inter-university program in Russian language learning (X2877)		35,500	35,500	
Overseas language program for Indiana high schools (B3054)		59,000	59,000	
Studies of political development in the new nations (B3075)		70,000	35,000	\$35,000
Institute for College and University Administrators Research and training programs in academic administration (B3002)		223,000	98,000	125,000
Institute of International Education Consultative service on overseas programs for American undergraduates (X2972)	\$45,000		20,000	25,000
Support of Council on Higher Education in American Republics (B3150)	225,000		75,000	150,000
International Schools Foundation Program in Chinese language and civilization at the Taipei American School (X2964)	40,000		3,500	36,500
Program in Japanese language and civilization at the American School in Japan (B3023)		15,000	15,000	
Johns Hopkins University New graduate program for adults (X2936)		28,800	16,800	12,000
Research on simulation as a method of instruction (X2944)		81,000	40,500	40,500
Study of management in higher education (B3158)	55,000		35,000	20,000
Research program of School of Advanced International Studies (B2992)		100,000	50,000	50,000
Kansas, University of Faculty exchange with University of Costa Rica (B3080)		90,000	10,000	80,000
Summer Russian language program in Finland in cooperation with the University of Colorado (X2973)	67,000		23,000	44,000
Kentucky, University of Summer seminar on creativity in college teaching (X2957)	9,150		9,150	
Lawrence College Program of Asian studies (B2892, X2786)		13,000	13,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Library of Congress				
Microfilming of Chinese journals (X2986)	\$30,000		\$15,000	\$15,000
To establish an Africana Unit (B2973)		\$83,250	41,625	41,625
Lincoln Center for the Performing Arts, Inc.				
Juilliard School of Music, to provide scholarships and other assistance to young artists in launching their professional careers (B3119)	500,000		500,000	
Maryland, University of				
Study of agricultural education in the United States (B3113)	200,000		80,000	120,000
Massachusetts Institute of Technology				
Inter-American program in civil engineering (B3105)		150,000	100,000	50,000
Research and training on politics of transitional societies (B3027)		285,000	95,000	190,000
McGill University				
Research on language learning (X2853)		15,000	15,000	
Michigan, University of				
Support of Center for the Study of Higher Education (B3108)		360,000	85,000	275,000
Research on conflict resolution (X2982)	245,000		100,000	145,000
Research on general systems (X2895)		25,000	25,000	
Research on organizations (X2920)		157,400	78,700	78,700
Research on political modernization of Japan (B3029)		120,000	40,000	80,000
Study of factors influencing economic behavior (B3124)	180,000		80,000	100,000
Michigan State University				
Study of factors influencing European economic thought (X2957)	12,500		12,500	
Minnesota, University of				
Program for continuing education of women (B3128)	71,000		39,000	32,000
Modern Language Association of America				
Conference on linguistics and language learning (X2957)	4,000		4,000	
To strengthen teaching of foreign languages (B3086)		107,000	54,000	53,000
National Education Association				
Conferences and publications on programed instruction (X2962)	50,000		50,000	
National Merit Scholarship Corporation				
Research on academically talented students (B3016)		150,000	50,000	100,000
National Opinion Research Center				
Study of effects of parochial schooling among American Catholics (X2990)	136,500		136,500	
Study of individual participation in educational activities (B3066)		60,000	60,000	

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
National Urban League Program of educational motivation and guidance for Negro youth (B3091)		\$172,000	\$43,000	\$129,000
New Lincoln School Support of Sciences and Arts Camps, Inc. (B3056)		35,000	35,000	
New Mexico, University of Honors program (X2868)		20,000	20,000	
New York University Accelerated program of graduate training in public administration (B3076)		139,000	57,000	82,000
North Carolina, University of Incentive graduate fellowships (B3141)	\$180,000		48,000	132,000
North Carolina State Board of Education Summer school for gifted high school students (B3126)	225,000		75,000	150,000
Northwestern University Development of international content of introductory courses (B3067)		30,000	30,000	
Development of new courses in world history (B2892, B2964)		13,000	13,000	
Research and training in international relations (B3137)	200,000		50,000	150,000
Research on inter-cultural relations (B3077)		200,000	50,000	150,000
Notre Dame, University of Study of Catholic elementary and secondary education (B3065)		200,000	150,000	50,000
Oberlin College Language programs in Austria, France, and Mexico (X2878)		15,000	15,000	
Omaha, University of Scholarships in college business management (X2785)		14,000	10,000	4,000
Oregon, University of Development of Honors College (X2879)		27,500	27,500	
Training and research in international studies and overseas administration (X2896)		50,000	50,000	
Pennsylvania, University of Program of continuing education for women (X2957)	12,000		12,000	
Population Council, Inc., The Center for African demographic studies (B3055)		40,000	40,000	
Princeton University Cooperative program for specialized work in exotic languages and related courses for undergraduates from other institutions (X2957, B3139)	6,700* } 125,000 }		31,700	100,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Princeton University (<i>continued</i>)				
Inter-university program of undergraduate study abroad in international relations (X2957, X2965)	\$50,000		\$19,000	\$31,000
Inter-university summer work program in non-English-speaking countries (B2985, B3048)		\$20,000	20,000	
National undergraduate program of overseas study in Arabic language and culture (B3068)		91,000	45,500	45,500
Research on government (B3159)	130,000		69,000	61,000
Research on internal warfare (B3125)	130,000		30,000	100,000
Research on theory of games and economic behavior (X2837)		30,000	15,000	15,000
Study of social and psychological factors in fertility to be conducted by Office of Population Research (B3145)	122,500		25,000	97,500
Psychological Corporation				
Evaluation of reading tests (B2946)		20,000	20,000	
Purdue University				
Experiment in teaching economics in elementary schools (B3143)	99,000		33,000	66,000
Radcliffe College				
Fellowships in Radcliffe Institute for Independent Study (B3018)		90,000	30,000	60,000
Study of economic assistance programs (B3117)	88,000		22,000	66,000
RAND Corporation				
Summer training program in simulation of cognitive processes (X2957)	12,450		12,450	
Rhode Island School of Design				
Senior honors program in Italy (B2985, X2988)	42,000*		15,000	27,000
Rochester, University of				
Canadian studies program (B2994)		35,000	20,000	15,000
Russell Sage Foundation				
Research on the consequences of ability testing in the United States (B3103)		200,000	100,000	100,000
Rutgers—The State University				
Experiment in teaching children of pre-kindergarten age to read and write (X2957) (see also Hamden Hall, page 57, and Yale University, page 63)	12,500		12,500	
San Francisco State College				
Chinese language program for secondary schools (X2934)		75,000	50,000	25,000
Sarah Lawrence College				
Center for the continuing education of women (X2930)		40,000	20,000	20,000
Seton Hall University				
Chinese and Japanese language program for secondary school teachers (X2974)	90,000		45,000	45,000

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Simmons College Study of its long-range educational goals (X2957)	\$12,000		\$12,000	
Social Science Research Council Administrative expenses (B2923)		\$60,000	60,000	
Conference on reading and transfer of perceptual skills (X2957)	6,500		6,500	
General fellowship and grants-in-aid program (B2941)		300,000	150,000	\$150,000
Grants-in-aid for research on national security policies (X2913)		21,250	21,250	
Planning and evaluation of research on thought processes (X2884)		42,000	21,000	21,000
Research and conferences on international organizations (X2957, B3136)	300,777		100,777	200,000
Research seminars and conferences on modern Chinese society (B3069)		42,500	42,500	
Study of the growth of democracy in transitional societies (X2929)		63,000	31,500	31,500
Southern California, University of Chinese and Japanese language program for secondary schools (B3140)	180,000		50,000	130,000
Stanford University Automated laboratory for research on learning and teaching (B3123)	1,050,000		551,800	498,200
Inter-university program of undergraduate study in Japan (B3022, B3118)	117,000	78,000	73,000	122,000
Inter-university program of undergraduate study in Taiwan (X2985)	125,000		40,000	85,000
Research on economic development of Africa to be conducted by the Food Research Institute (B2895)		40,000	40,000	
Research on the learning process (B3040)		150,000	50,000	100,000
Senior seminar courses (B2828, X2728)		20,000	20,000	
Syracuse University Center for the continuing education of women (B3153)	91,000		36,000	55,000
Preparation of special degree program for adults (B3155)	50,000		50,000	
Studies in financing of public primary and secondary education (X2957)	3,200		3,200	
System Development Corporation Research on learning and thought processes (X2961)	150,000		90,000	60,000
Texas, University of Research and graduate study on thought processes (X2885)		30,900	30,900	
Thayer Academy Teaching of Chinese at the secondary school level (X2918)		52,350	52,350	
Teaching of Japanese at the secondary school level (B3132)	45,000		22,500	22,500

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Vanderbilt University Research and graduate training on the process of modernization in Latin America (B3090)		\$120,000	\$30,000	\$90,000
Washington University Chinese and Japanese language program for high school students (X2957)	\$5,000		5,000	
Washington, University of Post-doctoral internships in mathematical education (X2957)	11,500*		11,500	
Wayne State University Training and research on thought processes (X2927)		78,000	40,000	38,000
Wesleyan University Support of two experimental colleges within the University (B3127)	225,000		75,000	150,000
Western Reserve University Joint program of philosophical studies with Case Institute of Technology (B3156)	47,300		47,300	
Williams College Committee on forward planning (X2919)		25,000	25,000	
Wisconsin, University of Experimental program of fellowships for women (B3129)	90,000		20,000	70,000
Inter-university program of undergraduate study in France (X2897)		15,000	15,000	
Junior year program for engineering students at Instituto Tecnológico y de Estudios Superiores de Monterrey (X2957)	12,300*		12,300	
Research and training in history of tropical countries (B3019)		129,000	43,000	86,000
Studies of national security policy (B3073)		100,000	50,000	50,000
Undergraduate study in India in cooperation with the Associated Colleges of the Mid- west (B3106)		90,000	90,000	
Yale University Experiment in teaching children of pre- kindergarten age to read and write (B3020) (see also Hamden Hall, page 57, and Rutgers, page 61)		20,200	20,200	
Program of directed studies in science (B2971)		40,000	20,000	20,000
Research on changing attitudes and beliefs in Africa (X2957)	5,000		5,000	
Studies in the theory of international politics (X2983)	112,500		32,500	80,000
Studies and Programs Administered by the Officers				
Appraisal of new programs of teaching mathematics in schools (X2957)	11,000		2,457	8,543
Conference on accreditation in teacher education (X2957)	2,500			2,500
Dissemination of results of Corporation grants (X2693, X2827)		24,947	8,482	16,465

Appropriations and Payments—United States

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Studies and Programs Administered by the Officers (<i>continued</i>)				
Distribution of American art teaching materials (B2954, X2976)	\$200,000	\$10,741	\$127,700	\$83,041
Exploration in the field of organization and administration of scientific research (X2957)	2,500		1,000	1,500
Fellowships and travel grants (X2685, B3082)		245,377	58,820	186,557
Planning of Hong Kong research-facilitating office (X2915)		8,094	{ 2,987(a) 5,107	
Planning for study of agricultural education (X2915)		3,100	{ 1,122(a) 1,978	
Studies relating to overseas educational service (X2915)		2,667	{ 2,180(a) 487	
Study of motivation for intellectual per- formance (X2763, X2811)		6,710	6,710(a)	
Study of role of universities in under- developed countries (B3030)		10,700	3,500	7,200
Funds Made Available but Remaining Unallocated				
Programs of undergraduate study abroad (B2985)		42,000	(b)	
Unallocated		115	115(a)	
Discretionary Fund (X2999)	50,000	50,000	(b)	50,000
Conditional Grants (B3051, X2998)	100,000	1,500,000		1,600,000
TOTAL APPROPRIATED OR ALLOCATED	\$9,919,589			
Less: Allocated from funds voted in previous years as shown (*) above	92,000			
TOTALS: UNITED STATES	\$9,827,589	\$12,823,351	\$9,929,093	\$12,721,847

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Not required: written off (listed above)</i>	<i>\$38,114</i>
	<i>Refunds from grants made in previous years</i>	
	<i>1931-32 Scholarly Publication Funds (B903, B915)</i>	<i>3,682</i>
	<i>1947-48 Columbia University (B2271)</i>	<i>3,931</i>
	<i>1954-55 Oberlin College (X2606)</i>	<i>220</i>
	<i>1955-56 Columbia University New York School of Social Work (X2657)</i>	<i>4,488</i>
	<i>1958-59 American Association for the Advancement of Science (B2921)</i>	<i>2,424</i>
	<i>1958-59 Dartmouth College (B2938)</i>	<i>1,613</i>
	<i>1958-59 Princeton University (X2766)</i>	<i>4,379</i>
	<i>1958-59 Radcliffe College (X2765)</i>	<i>266</i>
	<i>1959-60 Carnegie Foundation for the Advancement of Teaching (B3003)</i>	<i>5,267</i>
	<i>1959-60 Southern Regional Education Board (B2983)</i>	<i>5,148</i>
	<i>1960-61 American Council of Learned Societies (X2931)</i>	<i>1,644</i>
	<i>1960-61 University of Chicago (X2860)</i>	<i>9,793</i>
	<i>1961-62 Conference Board of Associated Research Councils (X2950)</i>	<i>2,372</i>
		<i>\$83,341</i>

(a) Written off; included in total payments.

(b) \$92,000 allocated to individual institutions included in list.

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
Ahmadu Bello University, Zaria (Nigeria) To strengthen regional service of Department of Education (X2858)		\$14,000	\$14,000	
Association of American Law Schools Conference of Canadian and American law teachers (X2958)	\$8,000*		8,000	
Association of American University Presses Exploration of possibilities of cooperation with African universities (X2958)	8,500*		8,500	
Canadian Universities Foundation Study of international role of Canadian universities (X2968)	30,000		30,000	
College of Social Studies (Kenya) Short courses for mature students (B3110)		36,000	7,500	\$28,500
Columbia University Teachers College Afro-Anglo-American program in teacher education (B3116) (see also page 56)	225,000		75,000	150,000
Educational Services Incorporated Participation in conference on physics teaching in Salisbury, Southern Rhodesia (X2958)	5,800*		5,800	
Federal Government of Nigeria Support of a secretariat for the Coordinating Committee for Overseas Aid to Education (X2903)		71,000	71,000	
Ibadan, University of (Nigeria) Liaison between Institute of Education and teachers colleges (X2979)	54,000		13,500	40,500
Support of Institute of Librarianship (X2993, B2955)	112,000	14,000	52,000	74,000
Inter-University Council for Higher Education Overseas (London) Fellowships (B2965)		20,400		20,400
Planning for new university college in Basutoland (X2967)	17,000		17,000	
Makerere University College (Uganda) Expansion of extra-mural program (X2859)		31,500	10,500	21,000
Provisional Council of the University of East Africa Travel expenses for university planning (B3096)		50,000	50,000	
Royal College, Nairobi (Kenya) Extra-mural studies (B3160)	158,000		53,000	105,000

Appropriations and Payments—Commonwealth

<i>Recipient and/or Purpose</i>	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
University College, Dar es Salaam (Tanganyika) Extra-mural program (B3109)		\$70,000		\$70,000
Studies and Programs Administered by the Officers				
Distribution of American art teaching materials in Canada		12,000	{ \$3,000(a) 9,000	
Travel grants: 98 allocations (X2820, X2872, X2926, X2969)	\$19,461* 163,649 }	149,490	195,544	117,595
Funds Made Available but Remaining Unallocated				
Travel grants (X2969)	26,351			26,351
Discretionary Fund (X3000)	25,000	25,000	{ 2,700(a) (b)	25,000
TOTAL APPROPRIATED OR ALLOCATED	<u>\$852,761</u>			
Less: Allocated from funds voted in previous years as shown (*) above	<u>41,761</u>			
TOTALS: COMMONWEALTH	<u>\$811,000</u>	<u>\$493,390</u>	<u>\$626,044</u>	<u>\$678,346</u>

<i>ADJUSTMENTS OF APPROPRIATIONS</i>	<i>Not required: written off (listed above)</i>	<i>\$5,700</i>
	<i>Refund from grant made in previous year 1954-55 University of Ibadan (B2791)</i>	<i>422</i>
		<u><u>\$6,122</u></u>

UNITED STATES AND COMMONWEALTH PROGRAMS
SUMMARY OF APPROPRIATIONS AND PAYMENTS

	<i>Appropriated or Allocated During 1962-63</i>	<i>Balance from Previous Appropriations</i>	<i>Paid During 1962-63</i>	<i>Unpaid Balance Carried Forward</i>
FOR PURPOSES IN UNITED STATES	\$9,827,589	\$12,823,351	\$9,929,093	\$12,721,847
FOR PURPOSES IN COMMONWEALTH	811,000	493,390	626,044	678,346
	<u>\$10,638,589</u>	<u>\$13,316,741</u>	<u>\$10,555,137</u>	<u>\$13,400,193</u>

(a) Written off; included in total payments.

(b) \$22,300 allocated to individual institutions included in list.

Grants for Travel Commonwealth Program

During the Year Ended September 30, 1963

From Australia

P. F. BOURKE

Lecturer in History, Secondary Teachers' College,
University of Melbourne
American history, United States

R. D. BROWN

Professor of Chemistry, Monash University
Graduate courses in chemistry and research in
theoretical chemistry and molecular spectroscopy,
United States and Canada

D. E. CARO

Professor of Physics, University of Melbourne
Physics teaching and nuclear research, United
States and Canada

M. P. CRISP

Justice of the Supreme Court, Hobart, Tasmania
Law teaching, judicial administration, and public
library development, United States and Canada

S. R. DAVIS

Professor of Economics and Politics, Monash
University
Teaching and research in political science, United
States

COLIN FORSTER

Senior Lecturer in Economic History, Australian
National University
Economic history and research on economic
growth, United States

RENNIE C. JONES

Deputy Lending Librarian, State Library of
Victoria, Melbourne
Public library services, United States and Canada

W. R. McMANUS

Lecturer in Wool Technology, University of New
South Wales
Problems of grazing areas and ruminant nutrition,
United States and Canada

R. M. MITCHELL

Professor of Surgery, University of Queensland
Surgical techniques and teaching of surgery,
United States and Canada

F. A. PHILIPP

Senior Lecturer in the History of Art, University
of Melbourne
Italian Renaissance art and research and graduate
training in fine arts, United States

R. P. ROULSTON

Senior Lecturer in Law, University of Sydney
Penal and correctional institutions and teaching
and research in penology and criminology,
United States

RICHARD SILVESTER

Senior Lecturer in Civil Engineering, University of
Western Australia
Engineering education and hydraulic engineering,
United States and Canada

R. J. SOLOMON

Lecturer in Geography, University of Tasmania
Teaching and research methods in geography and
higher education generally, United States and
Canada

P. N. TARLING

Senior Lecturer in History and Political Science,
University of Queensland
Southeast Asian studies, United States

L. C. F. TURNER

Senior Lecturer in History, University of New
South Wales
Historical sites and the teaching of American
history, United States

RUSSEL WARD

Professor of History, University of New England
American social history, United States

W. J. E. WEBSTER

Chief Photographer, Archeology, University of
New England
Techniques of archeological photography, United
States and Canada

S. E. WRIGHT

Professor of Pharmaceutical Chemistry, Univer-
sity of Sydney
Courses in pharmacy and research in metabolism
of drugs and food additives, United States and
Canada

Grants for Travel—Commonwealth Program

From Canada

G. R. TOUGAS
Professor of French, University of British Columbia
Contemporary writing and the impact of French culture, Senegal, the Gambia, and Morocco

From Ghana

F. A. KUFUOR
Associate Professor of Chemistry, Kwame Nkrumah University of Science and Technology
University teaching in chemistry, radioisotope research and science, United States and Canada

C. C. O'BRIEN
Vice-Chancellor, University of Ghana
Higher education and African studies programs, United States and Canada

A. G. T. OFORI
Deputy Director, Ghana Library Board
Public libraries and special collections on Africa, United States

J. D. THOMAS
Professor of Zoology, University of Ghana
Freshwater biology and parasitology, United States

From Hong Kong

LAI BING KAN
Assistant Librarian in Charge of Chinese Collections, University of Hong Kong
Medical libraries and Oriental collections, United States and Canada

From Mauritius

P. H. F. VIADER
Chief Education Officer, Ministry of Education and Cultural Affairs
Comprehensive high schools, United States

From New Zealand

CATHERINE BISHOP
Head of Circulation Library, Victoria University of Wellington
University library service and library training, United States

F. W. HOLMES
Professor of Economics, Victoria University of Wellington
University administration and public economics and finance, United States and Canada

G. B. PETERSEN

Scientific Officer, Plant Chemistry Division, Department of Scientific and Industrial Research, Palmerston North
Teaching of biochemistry and research on nuclear acids, United States

W. D. TROTTER

Associate Professor of Anatomy, University of Otago
Teaching of anatomy and medical education, United States and Canada

From Nigeria

REMI CARRENA

Principal, Ireti Girls' School, Lagos
Elementary school administration and the role of women in community organizations, United States and Canada

OLANIPEKUN ESAN

Lecturer in Classics, University of Ibadan
Classics departments and African studies programs, United States

From Singapore

H. D. LEWIS

Registrar, University of Singapore
Higher education and university administration, United States and Canada

K. G. TREGONNING

Professor of History, University of Singapore
Southeast Asian studies, United States

W. A. R. WIKKRAMATILEKE

Professor of Geography, University of Singapore
Graduate teaching in geography, United States

From South Africa

ANN ANDREW

Lecturer in Anatomy, University of the Witwatersrand
Research techniques in experimental embryology, United States

W. R. G. BRANFORD

Senior Lecturer in English, University of Natal
Communication and student selection, United States

D. J. DU PLESSIS

Professor of Surgery, University of the Witwatersrand
Training in surgery, United States

Grants for Travel—Commonwealth Program

R. A. E. FOX

Assistant Lecturer/Studio Master, School of Architecture, University of Cape Town
Architectural education and contemporary architecture, United States

VIVIAN GABIE

Lecturer in Zoology, University of the Witwatersrand
Research techniques in experimental biology, United States

MURIEL HORRELL

Research Officer, South African Institute of Race Relations

Migrant labor, underdeveloped communities, and small minority groups, United States and Canada

D. P. KUNENE

Lecturer in Bantu Languages, University of Cape Town

Techniques of linguistic analysis, United States

N. M. MANN

Senior Lecturer in Pediatrics, University of Natal
Teaching of pediatrics and problems of newborn infants, United States and Canada

PATRICIA McMAGH

Senior Lecturer in English, University of Stellenbosch

Teaching of English as a second language, United States and Canada

VICTOR PRETORIUS

Professor of Physical Chemistry, University of Pretoria

Teaching of physical chemistry and gas chromatography, United States and Canada

RUTH M. RUPERT

Senior Research Officer (Education), National Bureau of Educational and Social Research
Organization of high schools, United States

J. J. J. SCHOLTZ

Foreign Editor, *Die Burger*
Political and social trends, United States

F. A. VAN JAARSVELD

Professor of History, University of South Africa
Teaching of history and theory of history, United States and Canada

From Southern Rhodesia

F. B. ARMITAGE

Senior Conservator of Forests, Southern Rhodesia
Forestry Commission

Resource planning and forest management, United States

ANGELINE KAMBA

Assistant Librarian, University College of Rhodesia and Nyasaland

Librarianship, United States

T. A. MURTON

Chief Training Officer, Division of Agriculture, Southern Rhodesia

Agricultural extension methods and training programs, United States and Canada

E. K. TOWNSEND COLES

Lecturer, Institute of Adult Education, University College of Rhodesia and Nyasaland

University adult education and extension work, United States and Canada

From the United States

G. Z. F. BEREDAY

Professor of Comparative Education, Teachers College, Columbia University

Consultations with the Department of Education, University of Singapore

R. C. FRANKLIN

Director, Community Development Institute, Southern Illinois University

Community development programs, Australia

Institutions Receiving Subsidies to Purchase Color Slides of the Arts of the United States

During the Year Ended September 30, 1963

Readers of previous annual reports will be familiar with the extensive survey of American art that was made under Carnegie auspices. Grants to the University of Georgia resulted in the selection, by a distinguished committee, of art objects in 18 categories to be reproduced in color-slide form for teaching purposes. The slides have been organized into two sets, one of 2,500 slides, the other of 1,500.

During the year under review, one institution, Indiana State College, Indiana, Pennsylvania, received a subsidy to enable it to increase its set of 1,500 slides to 2,500, and the following institutions in the United States received subsidies of 50 per cent of the purchase price toward buying the sets:

Sets of 2,500 Slides

Arlington State College, Arlington, Texas
Augustana College, Sioux Falls, South Dakota
Boston College, Chestnut Hill, Massachusetts
Chatham College, Pittsburgh, Pennsylvania
Chico State College, Chico, California
Columbia University, New York, New York
Converse College, Spartanburg, South Carolina
East Tennessee State University, Johnson City
Georgia State College, Atlanta
University of Houston, Houston, Texas
University of Idaho, Moscow
Longwood College, Farmville, Virginia
Louisiana State University, Baton Rouge
Michigan State University, East Lansing
Montana State University, Missoula
University of North Dakota, Grand Forks
Northern Illinois University, DeKalb
Oberlin College, Oberlin, Ohio
Occidental College, Los Angeles, California
Olivia Raney Public Library, Raleigh, North Carolina
University of Oregon, Eugene
Purdue University, Lafayette, Indiana
Rochester Institute of Technology, Rochester, New York
Saint Olaf College, Northfield, Minnesota
Simmons College, Boston, Massachusetts

Southern Methodist University, Dallas, Texas
Southwest Texas State College, San Marcos
Tufts University, Medford, Massachusetts
Tuskegee Institute, Tuskegee Institute, Alabama
Valparaiso University, Valparaiso, Indiana
Washington State University, Pullman

Sets of 1,500 Slides

Agnes Scott College, Decatur, Georgia
University of Alaska, College
Alma College, Alma, Michigan
Arizona State University, Tempe
Athens College, Athens, Alabama
Austin College, Sherman, Texas
Austin Peay State College, Clarksville, Tennessee
Berea College, Berea, Kentucky
Birmingham-Southern College, Birmingham, Alabama
Bucknell University, Lewisburg, Pennsylvania
Castleton State College, Castleton, Vermont
Centenary College of Louisiana, Shreveport
Central State College, Wilberforce, Ohio
Central Washington State College, Ellensburg
Coe College, Cedar Rapids, Iowa
Colorado State College, Greeley
Colorado Woman's College, Denver
Concord College, Athens, West Virginia
Concordia College, Moorehead, Minnesota

Institutions Receiving Slides

Dakota Wesleyan University, Mitchell, South Dakota	Moorehead State College, Moorehead, Minnesota
University of Dallas, Dallas, Texas	Morningside College, Sioux City, Iowa
Dominican College, Racine, Wisconsin	Murray State College, Murray, Kentucky
Drexel Institute of Technology, Philadelphia, Pennsylvania	New Mexico Highlands University, Las Vegas
Eastern Baptist College, St. Davids, Pennsylvania	University of Puget Sound, Tacoma, Washington
Eastern Montana College of Education, Billings	University of Rhode Island, Kingston
Eastern Oregon College, La Grande	Ripon College, Ripon, Wisconsin
Ferguson Library, Stamford, Connecticut	College of Saint Elizabeth, Convent Station, New Jersey
Hanover College, Hanover, Indiana	College of Saint Teresa, Winona, Minnesota
Henderson State Teachers College, Arkadelphia, Arkansas	South Dakota State College, Brookings
Hendrix College, Conway, Arkansas	Southern Oregon College, Ashland
Howard Payne College, Brownwood, Texas	State Teachers College at Boston, Boston, Massachusetts
Huntingdon College, Montgomery, Alabama	State University College of Education, Plattsburgh, New York
Illinois College, Jacksonville	Sul Ross State College, Alpine, Texas
Inter American University of Puerto Rico, San German	Tarkio College, Tarkio, Missouri
Iowa State University of Science and Technology, Ames	Telfair Academy of Arts and Sciences, Savannah, Georgia
Johns Hopkins University, Baltimore, Maryland	University of Tennessee, Knoxville
Kansas Wesleyan University, Salina	University of Toledo, Toledo, Ohio
Kenyon College, Gambier, Ohio	Trenton State College, Trenton, New Jersey
Kutztown State College, Kutztown, Pennsylvania	Troy State College, Troy, Alabama
Lake Erie College, Painesville, Ohio	University of Utah, Salt Lake City
Lewis and Clark College, Portland, Oregon	Utah State University, Logan
Loretto Heights College, Loretto, Colorado	Wayland Baptist College, Plainview, Texas
Loyola University, Chicago, Illinois	Western College for Women, Oxford, Ohio
Lycoming College, Williamsport, Pennsylvania	Western Kentucky State College, Bowling Green
Middle Tennessee State College, Murfreesboro	Western State College of Colorado, Gunnison
Midwestern University, Wichita Falls, Texas	Westmoreland County Museum of Art, Greensburg, Pennsylvania
Millersville State College, Millersville, Pennsylvania	Whitworth College, Spokane, Washington
Milton College, Milton, Wisconsin	Wilmington College, Wilmington, Ohio
Montana State College, Bozeman	Wisconsin State College, River Falls
	Wisconsin State College, Whitewater

Special Program in Canada

During the year under review, the following institutions in Canada received subsidies of \$1,000 toward the purchase price of the sets:

University of Alberta, Edmonton	Mount Allison University, Sackville, New Brunswick
University of British Columbia, Vancouver	University of Saskatchewan, Saskatoon
University of Manitoba, Winnipeg	University of Toronto, Toronto, Ontario
McGill University, Montreal, Quebec	
McMaster University, Hamilton, Ontario	

The Treasurer's Report

Statements of the Corporation's assets and liabilities at September 30, 1963, its income and expenditures for the year ended on that date, and the securities owned at the year end with their book and market values appear on pages 86 through 97. These statements were audited by the independent public accounting firm of Price Waterhouse & Co. The accountants' opinion that the statements present fairly the Corporation's financial position and its income and expenses and appropriations appears on page 77.

The following comments are intended to highlight and supplement the information about the Corporation's financial position and the changes during the year furnished by the audited statements.

Assets

During the year the Corporation's assets at book value increased by \$3,762,146. This increase was realized largely by the reinvestment of \$3,636,251 of net profits on securities that were sold.

The Corporation's Capital Fund at book is \$217,905,675. It comprises the original endowment fund of \$135,336,869 plus accumulated net realized gains to date of \$82,568,806. Valuing the assets at market prices on September 30, 1963, the Capital Fund would be increased by \$72,850,482 of unrealized gains making a total of \$290,756,157 in assets, which is an increase of 115 per cent in the original endowment.

ANNUAL REPORT FOR 1963

The accumulated net gain realized is set aside in the Capital Gains Account since, in counsel's opinion, it is not income and consequently not available for appropriation.

Other Assets

Cash and marketable securities at book value make up more than 99 per cent of the Corporation's assets. The remainder is mostly from bequests under the wills of Mr. and Mrs. Carnegie.

CARNEGIE HOUSE PROPERTIES

The Carnegie House properties, consisting of the land and two buildings at 2 East 91st Street and 9 East 90th Street, New York City, were bequeathed to the Corporation by Mrs. Carnegie. They are carried on the Corporation's books at the nominal value of \$1. The properties are leased rent-free until September 30, 1970, to Columbia University and occupied by the New York School of Social Work, a graduate school of the University. The School of Social Work sublets part of one building to the New York School for Nursery Years.

HOME TRUST COMPANY

Home Trust Company was organized in 1901 in New Jersey by Mr. Carnegie to care for various of his financial interests after he retired. It became trustee of certain trusts set up by him during his lifetime to pay pensions to various people on his private pension list. It acted as executor of Mr. Carnegie's estate and is still trustee of certain trusts established by his will. It has never engaged in general banking business nor accepted deposits, and it accepts no new business. Its activities have steadily declined as recipients of pensions and annuities have died.

The Corporation owns all the capital stock (except directors' qualifying shares) of Home Trust Company, which is carried in the Corporation accounts at \$334,195, the appraised value when acquired

THE DETAILED RECORD

in 1925 from Mr. Carnegie's estate. The Corporation also owns the reversionary interests in various trusts established by Mr. Carnegie and administered by Home Trust Company. The present unrecovered balance of the reversionary interest is \$473,042.

ADVANCES TO THE CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

To enable The Carnegie Foundation for the Advancement of Teaching to carry out its obligations for payment of free pensions to retired college and university teachers and their widows, the Corporation is committed to advance up to \$15,000,000 without interest to the Foundation. Through September 30, 1963, the Corporation had advanced \$14,340,000 from income to the Foundation. At the present time the Corporation has a reserve of \$660,001 set aside from past income to meet the balance of its commitment.

These advances are to be repaid by the Foundation from time to time in the future from whatever income it has available after payment of pensions and other expenditures. The present value of the advances depends, of course, on the rate of repayment. Because there is not now any way to determine their present value, the advances are carried on the Corporation's books at the nominal value of \$1.

Investment Transactions During the Year

The emphasis again this year was on increasing income. The proceeds from redemptions, maturities, and the sale of some low interest corporate and government bonds were used to purchase higher interest corporate bonds. A considerable number of common stocks were sold and the proceeds, including the net realized gains, were reinvested in other common stocks considered more desirable.

A summary showing the changes in investments, the market value at the year end, and the profit or loss on securities sold during the year follows:

ANNUAL REPORT FOR 1963

	<i>Sept. 30, 1962</i>	<i>September 30, 1963</i>		
	<i>Book Amount</i>	<i>Book Amount</i>	<i>Approximate Market Quotation</i>	<i>Gain or (Loss) On Securities Sold During The Year</i>
Bonds				
U. S. Government	\$26,880,143	\$23,867,921	\$24,016,078	(\$16,137)
Others	87,511,799	90,441,307	89,162,823	142,223
Mortgages	17,047,640	16,462,757	16,751,689	12,044
Stocks				
Preferred	4,253,425	4,253,425	3,987,694	
Common	90,566,758	94,253,756	168,211,364	3,498,121
	<u>\$226,259,765</u>	<u>\$229,279,166</u>	<u>\$302,129,648</u>	<u>\$3,636,251</u>

In addition to the above, \$1,000,000 of temporary cash funds was deposited in a savings account.

Income

The income from securities for the year 1963 was \$11,643,828, an increase of \$328,814 over the previous year. Security income represents a return of 5.06 per cent on cost of securities held at the year end, or a yield of 3.84 per cent on market value. Other income included \$41,155 received as dividends on annuity policies purchased in the past by the Corporation from Teachers Insurance and Annuity Association to supplement the allowances for retired college professors provided by The Carnegie Foundation for the Advancement of Teaching. In addition, interest income of \$100,736 was received from Home Trust Company from the termination of one trust for an annuitant.

Appropriations

For both United States and Commonwealth programs a total of \$10,638,589 was appropriated in the fiscal year 1963. Detail of these appropriations is given at the end of the secretary's report on pages 53 through 66.

THE DETAILED RECORD

The amount that may be used for the Commonwealth program is 7.4 per cent of security income after deducting investment service and custody fees.

After deducting operating expenses of \$862,147 and providing for \$525,000 of appropriations authorized in prior years, there remained a balance of \$10,951,478 available for appropriation. Of this amount \$9,827,589 was appropriated for purposes in the United States and \$811,000 for the Commonwealth program. At the year end there was unappropriated income of \$312,889; out of this balance \$69,094 may be spent for the Commonwealth program in future years.

A comparative statement of income and expenses and appropriations for 1961-62 and 1962-63 appears on page 80.

OPINION OF INDEPENDENT ACCOUNTANTS

TO THE BOARD OF TRUSTEES OF
CARNEGIE CORPORATION OF NEW YORK

In our opinion, the accompanying statements present fairly the financial position of Carnegie Corporation of New York at September 30, 1963 and its income, expenses and appropriations for the year then ended, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year. Our examination of these statements was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances, including confirmation of the cash and securities owned at September 30, 1963 by direct correspondence with depositaries.

New York, N. Y.
October 23, 1963

PRICE WATERHOUSE & CO.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT I B A L A N C E S H E E T

September 30, 1963

Assets

Securities at book amount (SCHEDULE A and NOTE 1)		
Bonds		
U. S. Government	\$23,867,921	
Other	90,441,307	
Mortgages (F.H.A. and V.A.)	16,462,757	
Stocks		
Preferred	4,253,425	
Common	<u>94,253,756</u>	
Total (indicated market value \$302,129,648)		\$229,279,166
Cash (including \$1,000,000 in savings bank)		1,794,600
Miscellaneous receivables and deposits		1,355
Other assets (NOTE 2)		
Reversionary interests	\$473,042	
Home Trust Co., capital stock	334,195	
Items at nominal value	<u>2</u>	
		807,239

\$231,882,360

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- NOTES 1. Investments in securities are carried generally at cost if purchased or at quoted market value at dates of receipt if acquired by gift.
 2. See pages 74-75.

CARNEGIE CORPORATION OF NEW YORK

EXHIBIT I

BALANCE SHEET

September 30, 1963

Funds, Reserves, and Liabilities

Capital Fund			
Endowment		\$125,000,000	
Legacies		10,336,869	
Capital gains (NOTE 2)			
Balance at beginning of year	\$78,993,160		
Add: Profit on sale of securities	<u>3,636,251</u>		
	\$82,629,411		
Less: Loss on recovery of reversionary interests	<u>60,605</u>		
Balance at end of year		<u>82,568,806</u>	
			\$217,905,675
Income taxes withheld			3,602
Reserve for pensions, Carnegie Foundation (NOTE 2)			660,001
	<u>Commonwealth</u>	<u>United States</u>	
Appropriations authorized			
Current—Payable from income received prior to September 30, 1963	<u>\$678,346</u>	<u>\$12,321,847</u>	\$13,000,193
Deferred—Payable from income of the fiscal year ending September 30, 1964		<u>400,000</u>	<u>400,000</u>
Totals (see page 66)	<u>\$678,346</u>	<u>\$12,721,847</u>	13,400,193
Appropriations in excess of income to date			
Payable out of future income (EXHIBIT II)			87,111
			<u>\$231,882,360</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

EXHIBIT II

*Comparative Statement of Income, Expenses and Appropriations,
and Appropriations Payable Out of Future Income*

	<i>Year ended September 30</i>		<i>+ Increase — Decrease</i>
	<i>1963</i>	<i>1962</i>	
Income			
Dividends and interest on securities (SCHEDULE A)	\$11,643,828	\$11,315,014	+\$328,814
Other income*	141,891	45,923	+ 95,968
	<u>\$11,785,719</u>	<u>\$11,360,937</u>	<u>+\$424,782</u>
Less: Investment service and custody fee	97,753	95,880	+ 1,873
	<u>\$11,687,966</u>	<u>\$11,265,057</u>	<u>+\$422,909</u>
Application of income			
Administrative expenses (SCHEDULE B)	758,809	756,088	+ 2,721
Net income	<u>\$10,929,157</u>	<u>\$10,508,969</u>	<u>+\$420,188</u>
Professors' annuities premium payments	5,585	16,852	— 11,267
Income available for appropriation	<u>\$10,923,572</u>	<u>\$10,492,117</u>	<u>+\$431,455</u>
Appropriations			
Authorized during current year (see page 66)	\$10,638,589	\$9,922,332	+\$716,257
Authorized during prior years	525,000	548,000	— 23,000
	<u>\$11,163,589</u>	<u>\$10,470,332</u>	<u>+\$693,257</u>
Less: Refunded or not needed	89,463	97,375	— 7,912
Net funds appropriated	<u>\$11,074,126</u>	<u>\$10,372,957</u>	<u>+\$701,169</u>
Excess of income or (appropriations) for the year	<u>(\$150,554)</u>	<u>\$119,160</u>	<u>— \$269,714</u>
Balance, unappropriated income beginning of fiscal year	<u>463,443</u>	<u>216,416</u>	<u>+ 247,027</u>
Balance, unappropriated income end of fiscal year	\$312,889	\$335,576	— \$22,687
Add: Transfer of balance in professors' annuities reserve, no longer required		127,867	— 127,867
		<u>\$463,443</u>	<u>— \$150,554</u>
Deduct: Appropriations authorized payable out of future income (EXHIBIT I)	<u>400,000</u>	<u>925,000</u>	<u>— 525,000</u>
Appropriations in excess of income to date Payable out of future income	<u>\$87,111</u>	<u>\$461,557</u>	<u>— \$374,446</u>

* See page 76.

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE A

Summary of Securities Held

September 30, 1963

and Income for the Year

	<u>Book Amount</u>	<u>Approximate Market Quotations</u>	<u>+ Greater or - Less than Book</u>	<u>Income</u>
Bonds				
U. S. Government	\$23,867,921	\$24,016,078	+ \$148,157	\$1,209,786
Other	90,441,307	89,162,823	- 1,278,484	3,836,511
Totals	<u>\$114,309,228</u>	<u>\$113,178,901</u>	<u>- \$1,130,327</u>	<u>\$5,046,297</u>
Mortgages (FHA and VA)	16,462,757	16,751,689	+ 288,932	758,459
Stocks				
Preferred	4,253,425	3,987,694	- 265,731	186,936
Common	94,253,756	168,211,364	+ 73,957,608	5,652,136
Totals	<u>\$229,279,166</u>	<u>\$302,129,648</u>	<u>+\$72,850,482</u>	<u>\$11,643,828</u>

Statement of Securities

As of September 30, 1963

<i>Bonds</i>	<u>Par</u>	<u>Book Amount</u>	<u>Approximate Market Quotations</u>
U. S. Government			
Treasury Bonds			
4s, Aug. 15, 1971	\$2,000,000	\$2,016,250	\$1,997,500
Treasury Bills			
Dec. 26, 1963	128,000	126,907	126,958
Treasury Notes			
5s, Ser. B, Aug. 15, 1964	4,500,000	4,500,000	4,556,250
4 $\frac{7}{8}$ s, Ser. C, Nov. 15, 1963	2,452,000	2,491,819	2,455,832
4 $\frac{7}{8}$ s, Ser. C, Nov. 15, 1964	4,750,000	4,782,344	4,815,313
Twelve Federal Land Banks			
4 $\frac{5}{8}$ s, July 15, 1969	250,000	252,852	256,250
4 $\frac{3}{8}$ s, Mar. 20, 1969	1,210,000	1,197,297	1,222,100
4 $\frac{1}{4}$ s, July 20, 1966	1,500,000	1,500,000	1,507,500
4 $\frac{1}{4}$ s, Mar. 20, 1968	1,500,000	1,493,438	1,507,500
Federal National Mortgage Association			
Deb. 5 $\frac{1}{8}$ s, Ser. SM-1972-A, Feb. 10, 1972	1,000,000	996,250	1,060,000
Deb. 4 $\frac{5}{8}$ s, Ser. SM-1970-A, April 10, 1970	1,000,000	1,001,250	1,020,000
Deb. 4 $\frac{1}{2}$ s, Ser. SM-1977-A, Feb. 10, 1977	1,800,000	1,876,014	1,845,000
Deb. 4 $\frac{1}{8}$ s, Ser. SM-1970-B, Sept. 10, 1970	1,650,000	1,633,500	1,645,875
Totals		<u>\$23,867,921</u>	<u>\$24,016,078</u>

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Alabama Power Co. 1st 5s, April 1, 1990	\$684,000	\$679,393	\$707,940
Alberta (Canada), Province of Treasury 4.40s, Feb. 8, 1968 (Registered)	1,000,000	1,000,000	1,000,000
Allied Chemical & Dye Corp. Deb. 3½s, April 1, 1978 (Registered)	1,100,000	1,089,000	1,017,500
Aluminum Co. of Canada, Ltd. S. F. Deb. 4½s, April 1, 1980 S. F. Deb. 3¾s, May 1, 1970	975,000 842,000	996,977 854,630	984,750 833,580
American Can Co. Deb. 4¾s, July 15, 1990	1,000,000	1,008,000	1,048,750
American Telephone & Telegraph Co. Deb. 4¾s, April 1, 1985 (Registered) Deb. 3¾s, July 1, 1990 (Registered) Deb. 3¾s, Dec. 1, 1973 (Registered) Deb. 2¾s, Feb. 1, 1971 (Registered)	1,000,000 1,000,000 1,037,000 1,000,000	1,012,140 1,027,500 1,051,784 1,007,970	1,010,000 920,000 964,410 897,500
Associates Investment Co. Deb. 5¼s, Aug. 1, 1977	669,000	697,433	695,760
Bell Telephone Co. of Canada, (The) 1st 4¾s, May 1, 1988 (Registered)	1,500,000	1,494,600	1,455,000
Bethlehem Steel Corp. Cons. S. F. 2¾s, Ser. I, July 15, 1970	275,000	279,813	250,938
Carolina, Clinchfield & Ohio Ry. Co. 1st 4s, Ser. A, Sept. 1, 1965	174,000	178,475	174,000
Chicago, Burlington & Quincy R.R. Co. Conditional Sale Agreement 3¾s, Ser. B, May 1, 1967	440,401	429,039	431,593
C.I.T. Financial Corp. Deb. 4¾s, July 1, 1970 Deb. 3½s, Sept. 1, 1970	2,000,000 500,000	1,978,750 492,875	2,040,000 480,000
Columbia Gas System, Inc. Deb. 3¾s, Ser. F, April 1, 1981	750,000	748,164	716,250
Consolidated Edison Co. of New York, Inc. 1st & Ref. 5s, Ser. N, Oct. 1, 1987 (Registered) 1st & Ref. 4¾s, Ser. R, June 1, 1990 (Registered)	1,000,000 1,000,000	1,007,770 1,007,990	1,057,500 1,045,000
Consolidated Natural Gas Co. Deb. 5s, Feb. 1, 1985	1,000,000	1,008,875	1,047,500
Consumers Power Co. 1st 4¾s, Oct. 1, 1987	430,000	432,748	442,363
Deere & Co. Deb. 2¾s, April 1, 1965	350,000	357,000	341,250
Deere (John), Credit Co. Deb. 4¾s, Ser. A, Oct. 31, 1985	1,000,000	990,000	1,020,000
Deering Milliken, Inc. Notes 4.55s, June 1, 1988 (Registered)	1,000,000	1,000,000	1,000,000

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Detroit Edison Co. Gen. & Ref. 4 $\frac{7}{8}$ s, Ser. P, Aug. 15, 1987 (Registered)	\$1,000,000	\$1,000,000	\$1,040,000
Duquesne Light Co. S. F. Deb. 5s, Mar. 1, 2010	934,000	942,611	987,705
Erie Mining Co. 1st 4 $\frac{1}{2}$ s, Ser. B, July 1, 1983 (Registered)	1,905,000	1,849,526	1,876,425
Florida Power Corp. 1st 3 $\frac{7}{8}$ s, July 1, 1986	1,015,000	1,029,600	936,338
Ford Motor Co. Promissory Notes 4s, Nov. 1, 1976 (Registered)	2,290,000	2,290,000	2,249,925
Four Corners Pipe Line, Inc. Notes 5s, Sept. 1, 1982	755,000	755,000	785,200
General Electric Credit Corp. Notes 4 $\frac{3}{4}$ s, Nov. 1, 1987 (Registered) Promissory Notes 4 $\frac{1}{2}$ s, Dec. 31, 1966 (Registered)	1,000,000 2,000,000	1,000,000 2,000,000	1,000,000 2,005,000
General Motors Acceptance Corp. Deb. 5s, Mar. 15, 1981 Deb. 3 $\frac{5}{8}$ s, Sept. 1, 1975	775,000 600,000	771,125 594,500	821,500 558,000
Goodrich Co., B. F. Promissory Notes 3 $\frac{1}{4}$ s, Sept. 1, 1977 (Registered)	1,425,000	1,425,000	1,282,500
Gulf States Utilities Co. 1st 4 $\frac{7}{8}$ s, July 1, 1990	1,000,000	1,008,670	1,040,000
Household Finance Corp. S. F. Deb. 2 $\frac{3}{4}$ s, July 1, 1970	425,000	427,550	388,875
Indiana Michigan Electric Co. S. F. Deb. 5 $\frac{1}{8}$ s, June 1, 1986	500,000	508,860	523,750
Industrial Acceptance Corp., Ltd. S. F. Deb. 5 $\frac{1}{4}$ s, Ser. Z, Oct. 1, 1982 (Registered)	1,000,000	1,000,000	987,500
International Bank for Reconstruction & Development 4 $\frac{3}{4}$ s, Nov. 1, 1980 4 $\frac{1}{2}$ s, Dec. 1, 1973 4 $\frac{1}{4}$ s, May 1, 1978 3 $\frac{3}{4}$ s, May 15, 1968 3s, July 15, 1972	500,000 1,000,000 1,000,000 500,000 766,000	498,263 1,007,313 985,000 476,797 766,000	518,750 1,017,500 992,500 492,500 698,975
United Kingdom Guaranteed 4 $\frac{3}{4}$ s (Colony of Southern Rhodesia) May 1, 1968-71 (Registered) 5s (Federal Power Board Rhodesia & Nyasaland) June 1, 1967 (Registered) Dec. 1, 1967 (Registered) 5 $\frac{1}{4}$ s (Federation of Nigeria) April 1, 1967-71 (Registered)	2,000,000 300,000 200,000 1,500,000	1,931,450 296,040 197,190 1,500,000	1,985,200 302,490 201,860 1,526,730

Statement of Securities—*continued*

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
International Harvester Credit Corp. Deb. $4\frac{5}{8}$ s, Ser. A, Nov. 1, 1979	\$1,000,000	\$995,000	\$1,010,000
Louisiana Power & Light Co. 1st 5s, April 1, 1990	1,000,000	979,250	1,045,000
Louisville & Nashville R.R. Co. 1st & Ref. $3\frac{3}{8}$ s, Ser. I, April 1, 2003	965,000	962,875	685,150
Missouri Pacific R.R. Co. Conditional Sale Agreement 5.70s, Ser. A, Nov. 1, 1974	1,000,000	1,000,000	1,035,000
Montgomery Ward Credit Corp. Deb. $4\frac{7}{8}$ s, July 1, 1980	1,000,000	995,000	1,035,000
New York & Pennsylvania Co., Inc. 1st $3\frac{1}{4}$ s, Oct. 1, 1965 (Registered)	195,000	195,000	186,225
New York Telephone Co. Ref. $4\frac{1}{2}$ s, Ser. J, May 15, 1991 (Registered)	1,000,000	991,250	1,020,000
Northern States Power Co. 1st 5s, Dec. 1, 1990	500,000	506,125	520,000
Pacific Gas & Electric Co. 1st & Ref. $3\frac{3}{8}$ s, Ser. Y, Dec. 1, 1987 (Registered)	1,000,000	1,027,500	852,500
Pacific Telephone & Telegraph Co. Deb. $5\frac{1}{8}$ s, Feb. 1, 1993	1,000,000	1,011,980	1,047,500
Deb. $4\frac{3}{8}$ s, Aug. 15, 1988	1,000,000	1,025,300	1,002,500
Philadelphia Electric Co. 1st & Ref. $2\frac{3}{4}$ s, Nov. 1, 1967	273,000	274,883	256,961
Potomac Electric Power Co. 1st 5s, Dec. 15, 1995	1,250,000	1,260,338	1,306,250
S. F. Deb. $4\frac{5}{8}$ s, Feb. 15, 1982 (Registered)	479,000	459,840	486,185
Public Service Co. of Indiana, Inc. 1st $4\frac{7}{8}$ s, Ser. L, Oct. 1, 1987 (Registered)	1,000,000	1,000,000	1,040,000
1st $3\frac{1}{8}$ s, Ser. F, Sept. 1, 1975	245,000	251,027	216,213
Public Service Electric & Gas Co. Deb. $4\frac{5}{8}$ s, Mar. 1, 1977	480,000	465,600	487,800
Deb. $3\frac{1}{2}$ s, Oct. 1, 1975	1,000,000	1,027,500	910,000
Quebec Hydroelectric Commission Deb. 5s, Ser. X, July 15, 1984	1,000,000	1,000,000	1,032,500
Sears, Roebuck & Co. S. F. Deb. $4\frac{3}{4}$ s, Aug. 1, 1983	1,500,000	1,500,000	1,571,250
Sears Roebuck Acceptance Corp. Sub. Deb. $4\frac{5}{8}$ s, May 1, 1977	1,400,000	1,386,000	1,428,000
Shell Caribbean Petroleum Co. 4s, Oct. 1, 1968 (Registered)	2,880,000	2,880,000	2,844,000
Shell Funding Corp. Collateral Trust Notes $4\frac{1}{2}$ s, Ser. A, June 1, 1983 (Registered)	1,000,000	1,000,000	992,500

<i>Bonds</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Simpsons-Sears Acceptance Co., Ltd. Deb. 5 $\frac{7}{8}$ s, Ser. C, Feb. 1, 1980 (Registered)	\$1,000,000	\$1,000,000	\$1,030,000
Southern Bell Telephone & Telegraph Co. Deb. 4s, Oct. 1, 1983	1,000,000	1,005,450	940,000
Southern Electric Generating Co. 1st 5 $\frac{1}{4}$ s, Ser. 1960, June 1, 1992	977,000	984,572	1,025,850
Southern Pacific Co. Eq. Tr. Ctfs. 3 $\frac{5}{8}$ s, Ser. UU, Aug. 1, 1967-71	1,000,000	1,007,684	958,380
Southern Railway Co. 1st Cons. 5s, July 1, 1994	1,000,000	1,333,176	1,066,250
Standard Oil Co. (New Jersey) Deb. 2 $\frac{3}{4}$ s, July 15, 1974	850,000	854,250	744,813
Superior Oil Co. Deb. 3 $\frac{3}{4}$ s, July 1, 1981	1,000,000	1,000,000	945,000
Tennessee Gas Transmission Co. Deb. 5s, Sept. 1, 1982 (Registered)	1,000,000	1,012,500	992,500
Deb. 4 $\frac{1}{2}$ s, Jan. 1, 1977 (Registered)	1,000,000	1,022,701	970,000
Deb. 4 $\frac{1}{4}$ s, Sept. 1, 1974 (Registered)	935,000	991,147	888,250
Texas Eastern Transmission Corp. 1st 5 $\frac{5}{8}$ s, Sept. 1, 1977	417,000	425,748	433,680
1st 4 $\frac{7}{8}$ s, April 1, 1979	956,000	930,009	965,560
Texas Gas Transmission Corp. Deb. 5s, June 1, 1982	1,000,000	1,000,188	1,010,000
Tidewater Oil Co. S. F. Deb. 3 $\frac{1}{2}$ s, April 1, 1986	1,000,000	1,000,000	872,500
Triangle Facilities, Inc. Notes 4 $\frac{3}{4}$ s, Dec. 1, 1987 (Registered)	1,000,000	1,000,000	1,015,000
Trunkline Gas Co. 1st 3 $\frac{5}{8}$ s, Nov. 1, 1975 (Registered)	783,000	783,000	737,978
Union Carbide Corp. S. F. Notes 4 $\frac{1}{2}$ s, Dec. 31, 1996 (Registered)	2,753,425	2,753,425	2,753,425
U. S. Plywood Corp. S. F. Notes 4.95s, Aug. 1, 1988 (Registered)	1,500,000	1,504,297	1,504,296
U. S. Steel Corp. S. F. Deb. 4s, July 15, 1983	500,000	502,500	484,375
Utah Oil Refining Co. Promissory Notes 3.05s, Mar. 1, 1970 (Registered)	700,000	700,000	651,000
West Penn Power Co. 1st 3 $\frac{1}{2}$ s, Ser. I, Jan. 1, 1966	325,000	344,771	320,125
Woolworth Co., F. W. Promissory Notes 5s, Dec. 1, 1982 (Registered)	1,000,000	1,000,000	1,042,500
Totals		<u>\$90,441,307</u>	<u>\$89,162,823</u>
Totals, Bonds		<u><u>\$114,309,228</u></u>	<u><u>\$113,178,901</u></u>

Statement of Securities—*continued*

<i>Mortgages</i>	<i>Par</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Abilene AFB Housing, Inc. 4% Mortgage Notes, 1963–82	\$5,437,583	\$5,519,044	\$5,301,643
Instlcorp, Inc. Collateral Trust Notes			
Ser. A-16, 5%, Dec. 31, 1991 (Registered)	3,231,638	3,123,869	3,296,271
Ser. A-21, 5%, Dec. 31, 1991 (Registered)	1,711,928	1,652,002	1,737,607
Ser. A-23, 4.96%, Dec. 31, 1991 (Registered)	1,311,802	1,290,546	1,334,760
Ser. A-19, 4.94%, Dec. 31, 1991 (Registered)	2,597,667	2,511,714	2,636,632
Ser. A-25, 4.64%, Dec. 31, 1991 (Registered)	653,145	625,522	646,614
Ser. A-29, 5.25%, June 30, 1992 (Registered)	935,579	935,216	968,324
Ser. A-31, 4.5%, June 30, 1992 (Registered)	846,773	804,844	829,838
Totals, Mortgages		<u>\$16,462,757</u>	<u>\$16,751,689</u>

<i>Preferred Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Appalachian Power Co., (cum.) 4½%	1,859	\$212,151	\$184,971
Atchison, Topeka & Santa Fe Ry. Co., (non-cum.) 5%	30,000	271,487	322,500
Carrier Corp., (cum.) 4½%	5,700	302,091	283,575
Connecticut Light & Power Co., (cum.) \$2	5,500	295,354	236,500
Dayton Power & Light Co., (cum.) "A," 3.75%	440	44,000	37,400
Monongahela Power Co., (cum.) 4.40%	2,750	306,795	266,750
New York State Electric & Gas Corp., (cum.) 3.75%	2,700	265,725	226,125
Niagara Mohawk Power Corp., (cum.) 3.90%	2,140	222,560	181,900
(cum.) 3.60%	2,300	236,555	181,700
Northern States Power Co., (cum.) \$3.60	1,130	116,108	89,835
Ohio Power Co., (cum.) 4½%	1,300	148,830	130,000
Pacific Gas & Electric Co., (cum.) 1st 5% Redeemable	21,000	552,493	598,500
Public Service Co. of Colorado, (cum.) 4¼%	1,400	140,000	129,500
Public Service Co. of Oklahoma, (cum.) 4%	1,500	154,125	129,000
South Carolina Electric & Gas Co., (cum.) 5%	3,300	173,468	171,600
Southern California Edison Co., (cum.) 4.32%	6,200	178,350	144,925
Union Electric Co., (cum.) \$4.50	1,300	148,782	132,600
U. S. Steel Corp., (cum.) 7%	3,500	484,551	540,313
Totals, Preferred Stocks		<u>\$4,253,425</u>	<u>\$3,987,694</u>

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Aluminium, Ltd.	28,000	\$966,842	\$728,000
American Can Co.	37,400	1,575,459	1,711,050
American Cyanamid Co.	24,500	1,405,863	1,411,813
American Metal Climax, Inc.	84,300	2,995,705	2,982,113
American Natural Gas Co.	44,500	2,032,976	1,924,625
American Smelting & Refining Co.	27,100	1,671,491	2,154,450
American Telephone & Telegraph Co.	65,520	3,281,289	8,378,370
Bankers Trust Co. (New York)	27,777	687,343	1,618,010
Beneficial Finance Co.	21,450	646,919	1,225,331
Bethlehem Steel Corp.	9,400	305,497	297,275
Burlington Industries, Inc.	60,000	1,593,513	2,235,000
Caterpillar Tractor Co.	62,400	361,083	2,698,800
Celanese Corp. of America	31,300	1,353,225	1,545,438
Central & South West Corp.	53,200	761,548	2,241,050
Champion Papers Inc.	35,700	1,079,008	1,151,325
Chase Manhattan Bank	10,000	943,213	908,750
Chesapeake & Ohio Ry. Co.	19,300	1,340,770	1,215,900
Christiana Securities Co.	9,200	586,950	2,079,200
Coca-Cola Co.	13,000	852,742	1,326,000
Consolidated Edison Co. of New York, Inc.	36,075	1,852,085	3,138,525
Continental Illinois National Bank & Trust Co. (Chicago)	24,800	633,061	1,085,000
Continental Oil Co.	25,000	522,282	1,600,000
Crown Zellerbach Corp.	31,900	1,160,206	1,650,825
Deere & Co.	24,000	1,552,245	1,476,000
Du Pont de Nemours & Co., E. I.	5,000	713,406	1,220,000
Eastern Gas & Fuel Associates	26,010	941,793	1,580,108
Eastman Kodak Co.	16,700	676,913	1,874,575
Falconbridge Nickel Mines, Ltd.	26,000	1,471,853	1,302,912
Farbenfabriken Bayer A. G., A.D.R. (50 DM shs.)	17,776	1,555,163	1,182,104
First National City Bank (New York)	14,943	1,263,755	1,639,994
Florida Power & Light Co.	36,800	433,887	2,686,400
Ford Motor Co.	102,600	3,847,682	5,514,750
General Electric Co.	31,500	343,067	2,500,313
General Motors Corp.	110,316	2,943,038	8,342,648
Goodrich Co., B. F.	31,500	1,127,578	1,677,375
Goodyear Tire & Rubber Co.	38,950	718,756	1,514,181
Grant Co., W. T.	57,000	1,801,907	1,439,250
Gulf Oil Corp.	53,174	819,705	2,532,412
Home Insurance Co.	14,710	841,700	1,029,700
Inland Steel Co.	26,500	476,262	1,152,750
International Business Machines Corp.	3,113	357,413	1,407,076
International Nickel Co. of Canada, Ltd.	25,000	1,021,625	1,581,250
Kaiser Aluminum & Chemical Corp.	62,400	1,229,680	2,098,200
Kennecott Copper Corp.	20,800	944,678	1,601,600
Libbey-Owens-Ford Glass Co.	12,000	110,150	658,500
Louisiana Land & Exploration Co.	38,000	859,955	3,173,000
Marine Midland Corp.	35,000	1,009,402	1,168,125
Monsanto Chemical Co.	16,236	422,675	933,570
Montana Power Co.	63,000	702,737	2,441,250
Munich Reinsurance Co. 150 DM shs.	167	282,605	198,730
50% partially paid 100 DM shs.	709	340,048	235,388
National Gypsum Co.	22,768	1,058,507	1,055,866
Newmont Mining Corp.	15,605	1,147,845	1,244,499

Statement of Securities—*continued*

<i>Common Stocks</i>	<i>Shares</i>	<i>Book Amount</i>	<i>Approximate Market Quotations</i>
Norfolk & Western Ry. Co.	20,000	\$1,354,071	\$2,280,000
Northwest Bancorporation	14,850	360,771	761,063
Pacific Gas & Electric Co.	90,000	1,247,996	2,947,500
Panhandle Eastern Pipe Line Co.	37,700	739,900	2,596,588
Phelps Dodge Corp.	59,200	2,045,150	3,640,800
Philips N.V. (25 florin shs.)	55,684	1,568,689	2,324,807
Pittsburgh Plate Glass Co.	12,484	908,056	724,072
Public Service Electric & Gas Co.	65,600	2,827,463	4,788,800
Revere Copper & Brass, Inc.	24,000	1,102,049	1,173,000
Royal Dutch Petroleum Co. (20 guilder shs.)	50,000	1,953,686	2,343,750
St. Regis Paper Co.	34,333	1,272,659	1,175,905
Sears, Roebuck & Co.	26,400	656,722	2,620,200
Singer Co.	42,000	2,147,380	3,459,750
Smith, Kline & French Labs	9,500	650,264	624,625
Socony Mobil Oil Co., Inc.	60,300	1,947,805	4,243,613
Southern California Edison Co.	46,800	675,320	1,550,250
Southern Co.	20,000	745,390	1,070,000
Southwestern Public Service Co.	50,000	686,997	1,793,750
Spencer Chemical Co.	20,000	575,722	750,000
Square D Co.	37,875	908,428	1,600,219
Standard Oil Co. (California)	27,011	748,194	1,748,962
Standard Oil Co. (New Jersey)	101,386	2,049,904	6,944,941
Texaco, Inc.	59,060	713,423	4,097,288
Texas Utilities Co.	20,000	379,515	1,087,500
Time Incorporated	15,000	1,258,852	1,338,750
Travelers Insurance Co.	7,200	1,207,340	1,393,200
Unilever N. V. (New York) (20 florin shs.)	48,750	2,041,206	2,583,750
Union Electric Co.	124,100	1,173,191	3,319,675
U. S. Plywood Corp.	22,980	682,513	1,459,230
Totals, Common Stocks		<u>\$94,253,756</u>	<u>\$168,211,364</u>

C A R N E G I E C O R P O R A T I O N O F N E W Y O R K

SCHEDULE B

Administrative Expenses

For the Year Ended September 30, 1963

Salaries	\$394,192
Employee benefits	78,838
Rent	69,069
Annual and quarterly reports	47,196
Travel	34,667
Conferences and consultations	26,376
Office equipment and maintenance	22,413
Telephone, telegraph, and postage	20,014
Duplicating services	18,083
Pensions	17,846
Office supplies and expense	13,623
Professional services	7,894
Periodicals, publications, and subscriptions	3,929
Trustee expenses	1,031
Miscellaneous	3,638
	<u>\$758,809</u>

THE CARNEGIE PHILANTHROPIES

ANDREW CARNEGIE set out to give away \$300 million. He gave away \$311 million.

Gifts to hundreds of communities in the English-speaking world helped to make his idea of the free public library as the people's university a reality. In all, 2,509 libraries were built with Carnegie funds. His endowment of the Carnegie Institute in Pittsburgh brought important educational and cultural benefits to the community in which he had made his fortune. From experience he knew the importance of science applied to commerce and industry, and he provided for technical training through the Carnegie Institute of Technology. By establishing the Carnegie Institution of Washington he helped to stimulate the growth of knowledge through providing facilities for basic research in science.

He set up the Carnegie Trust for the Universities of Scotland to assist needy students and to promote research in science, medicine, and the humanities. For the betterment of social conditions in his native town of Dunfermline, Scotland, he set up the Carnegie Dunfermline Trust. To improve the well-being of the people of Great Britain and Ireland, he established the Carnegie United Kingdom Trust.

In the United States, he created The Carnegie Foundation for the Advancement of Teaching, primarily as a pension fund for college teachers, to lessen some of the economic hazards of this profession. To work for the abolition of war, he established the Carnegie Endowment for International Peace. And to recognize heroism in the peaceful walks of life as being as worthy as valor in battle, he created funds in the United States, the United Kingdom, and nine European countries to make awards for acts of heroism. In contributing to the construction of the Peace Palace at The Hague, the Pan American Union building in Washington, and the Central American Court of Justice in Costa Rica, he further expressed his belief in arbitration and conciliation as substitutes for war.

In 1911, having worked steadily at his task of giving away one of the world's great fortunes, he created Carnegie Corporation of New York, a separate foundation as large as all his other trusts combined, to carry on his spirit and system of giving. The terms of this trust are broad: to promote the advancement and diffusion of knowledge and understanding among the people of the United States and certain parts of the Commonwealth. The Corporation was the culmination of his program of giving.

Each of the Carnegie agencies has its own funds and trustees. Each is independently managed, with the exception of The Carnegie Foundation for the Advancement of Teaching, which shares Carnegie Corporation's offices and has the same officers.

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